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ABSTRACT

Predictions on higher education for 1984-2009 are presented in the proceedings of a colloquium of the Institute for Studies in Higher Education of Florida State University. Presentations were made at the colloquium by 10 graduates of the university whose current positions represent administration-management, instruction, research, and student services. Colloquium presentations and authors include the following: "The Comprehensive State University" (John L. Blackburn); "The Professoriate" (Annette Gibbs, Terry E. Williams); "Private Higher Education" (James Olliver); "The Two-Year Community-Junior College" (Ruth A. Douglas); "The Historically Black Institutions" (Richard Mashburn, Jr.); "The Two-Year Technical Institutes" (Georgia L. Sims); "National and Regional Organizations" (Perry Edward Anthony); "Associations and Agencies...Federal, Regional and State" (Howard L. Simmons); "The Business-Corporate Sector" (John Phillip Halstead, Lynda Brinks); "The Colloquium in Summary" (David G. Robinson); and "The Colloquium in Retrospect: Behind the Scenes" (Carl Christian Andersen). (SW)

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INSTITUTE FOR STUDIES IN HIGHER EDUCATION

Department of Educational Leadership
College of Education
Florida State University

The Institute for Studies in Higher Education is dedicated to a mission of research and service at the state, national, and international levels. Four purposes have been identified by the higher education faculty including:

1. To focus upon institutional, state, regional, and national issues of management, governance, finance, educational programs and educational services through descriptive and analytic studies or through synthesizing analytic or evaluative aspects of postsecondary education;

2. To serve Florida State University as well as the State of Florida as a resource for policy analysis and research on issues of postsecondary education within the scope of the Institute's mission;

3. To complement the scholarly activities of the graduate program in higher education of the Department of Educational Leadership; and

4. To serve as an initiator of activities and services intended to assist practitioners to deal better with problems and issues confronting immediate and future dimensions of institutional operation and vitality.

We welcome inquiries or proposals relevant to the mission and purposes of the Institute.

Richard E. Hulet
Institute Director

Representatives of non-public institutions meeting with President Ronald Reagan in the Cabinet Room on December 8, 1983 to consider tuition tax credit legislation. Dr. Perry Edward Anthony, participant in the 25th Anniversary Higher Education Colloquium, is seated at the end of the table, second from right of President Reagan.

ACKNOWLEDGEMENTS . . . THE COLLOQUIUM AND PROCEEDINGS

- Over these 25 years, the Pathfinders of our program have been **the faculty** -- the pioneer three -- as well as the succession of thirty-three other members of the instructional staff (1958-1983) -- whose commitment and leadership have pioneered the development of a bellwether graduate program. In the Colloquium's finale, the current faculty members were recognized.

- In the "goodlie companye" are the Travellers, **the students**, whose enthusiasm and thirst for knowledge push our profession toward problem identification, resolution, and progressive innovation. In the presentation of the Colloquium, the assistance of the new masters and doctoral students was noteworthy.

- Leading the pilgrimage, are the Torch-bearers, **the graduates**, advancing the profession into the 21st Century. As reiterated by a member of the Colloquium Planning Committee:

  > "The alumni are the ones who must make the decisions on where higher education should be going. After these decisions are made, the program of higher education--with its faculty--can tell us the best way to get there."

- The Proceedings of the Higher Education Colloquium have been published by the Institute for Studies in Higher Education. Sincere gratitude is extended by all Colloquium participants to the Institute and its Director, Dr. Richard E. Hulet. The support and encouragement provided by Dr. Hulet have been vital to the successful completion of this project. The Institute's commitment to excellence has furnished the standard for our process and our purpose.

In addition, the unflagging energy and dedication to the Proceedings enterprise by Jon Charles Rogers, research associate for the Institute, are herewith recognized and appreciated. To Patty Shaffer of the Institute, sincere commendation is given for her painstaking attention to the typing and arrangement of the initial copy.

Melvene Draheim Hardee
Editor

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PERSPECTIVES - - - - 1984 to 2008

The View From the Starting Line of a Great Gold Rush

The word-conscious Webster defines an anniversary as "a date marking a notable event." Only the most astute futurist would have predicted that the 25th Anniversary of the program of Higher Education of The Florida State University would occur at a moment in time when a nation and its people were engaged in heated debate over the essentials of learning for the Age of Information. The reports of commissions and committees--emerging from the national, state, and local levels -- attest to this concern for "a nation at risk."

As for the particularity of the year 1984, the Orwellian classic bearing this title is debated by students in high school, citizens in the street, and journalists and professors at their composing desks. Opinions regarding predictions--fulfilled and unfulfilled--have become the order of the day.[1] They signal responses from all of academe--administrators, instructors, counselors, and research personnel--whose concerns for the future are addressed to legislators, business and industrial personnel, taxpayers and donors, parents, and student consumers themselves.

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It was with considerable foresight that the Department of Higher Education of The Florida State University was established in 1958. Dr. W. Hugh Stickler, Director of Institutional Research, recommended the estabishment of an expanded program of higher education in letters addressed to Dean Ralph Eyman, College of Education in 1954, and to his successor, Dr. Mode Stone, in 1955. These requests were honored in 1958, and a faculty of three was assembled--Dr. Stickler, Dr. Raymond Schultz, and Dr. Melvene Draheim Hardee. At the point of its confirmation as a Department, Dr. Stickler wrote:

> Higher education in the United States is undergoing a period of unpredictable growth, thoroughgoing analysis, and searching reassessment. Purposes are being re-examined and educational services (instruction, research, student and community services) are being evaluated. During the coming years, attention will be focused as never before upon the kind of preparation needed by those who will work in America's institutions of higher education.

---

[1] TIME, "1984-That Year is Almost Here." November 28, 1983. Arthur Schlesinger, Jr., New York Times Book Review, September, 1983, reviewing Irving Howe, editor, "1984" Revisited, Harper and Row, New York, 1983. Irving Kristol, "There'll Never be a '1984!' " Wall Street Journal, December 16, 1983.

This statement of Dr. Stickler can be viewed as his prediction for the 25 years in prospect, 1958-1983. By 1962, the faculty of the new department had grown to six, from the original three, to include Dr. Maurice Litton, Dr. Ernest Cason, and Dr. Milton Carothers. A 1962 Report of the University Self-Study stated:

> The Department of Higher Education was established in 1958, and, insofar as is known, is the only fully organized department of higher education in the Southeastern United States.

Time rolled by. In the Spring of 1983 a committee of planners for the observance of the 25th Anniversary conversed by telephone and mail to arrange for "an event" to mark the occasion. Ideas moved from reiteration of the past to prediction of the future--the next 25 years. Four questions were fielded for consideration:

---

1. **What will be the world changes in the next 25 years that higher education must observe and reckon with?**

2. **Will your area (your specialty) in higher education continue to be useful?**

3. **What will your specialty be doing in the company of what others?**

4. **What need will exist for programs of higher education in the next 25 years?**

To address these questions, ten graduates were chosen, representing administration-management, instruction, research and student services. Their assignments appeared in the 2-year public institutions (community-junior colleges and technical institutes); the private sector, the large, multi-purpose public institutions; the predominantly black colleges; the professoriate; together with federal and regional education associations, and business and industry.

Their presentations could have been ten individual messages transmitted to an audience by a panel of platform speakers similar in form to a "reading of papers" for a professional association. However, the participants countered with an alternate plan, believing the four-way message should be reflective of the affective domain.

So was born the idea of Colloquium with a master of ceremonies and a musical arranger, a short history, poetry, prayer and ten interpretive pieces delivered solo and in-duo with musical interludes to match. To account for a number of graduates who could not attend the Colloquium, a slide presentation of more than a hundred photographs was prepared showing them in their work, their hobbies, and with their families. The composite was--a theatre-in-the-round with appropriate staging and technical effects and a buffet of bounty. Presented at high noon, the Colloquium, scheduled by the Homecoming Committee, was a first academic event in the weekend of activities celebrating a Gold Rush for The Florida State University, an institution now 35 years old!

For its observance of the first 25 years of a program of higher education at The Florida State University, there was created a new model, termed by one in the audience as "academic choreography," presented to an overflow audience in the ballroom of the Tallahassee Hilton Hotel.

The Gold Rush theme is reminiscent of the date of the sighting of the first flecks of gold beside the American River. The rush to the West occurred January 24, 1848, exactly 136 years prior to the day of this Editor's composing. In the manner of journalists of that period, she reflects upon a frontier movement--political, economic, social, humanisitic--informing readers of the ACADEMIC press to catch up with the future--1984-2008. With an eye on the past and the present, she attempts to communicate accurately in fact and aptly in feeling the message of each participant.

In preparation for the Colloquium, the Editor examined (or re-examined) other writings: Bellamy's Looking Backward, Orwell's 1984, Bell's Post Industrial Society, A.A.H.E.'s Colleges Enter the Information Society, Naisbitt's Megatrends, and Peters and Waterman's Excellence--Lessons From America's Best-Run Companies. From the last-named, she selected Point 4 of the eight attributes characterizing excellence--"productivity through people."

In the 15th Anniversary Colloquium, "productivity through people"--the able performers backstage as well as mainstage, the receptive audience, the responsive graduates who contributed support for the undertaking--catches the spirit of the frontier and, in this instance, the forward-motion of the South and Southeast to expand the dimension of higher education.

-- Melvene Draheim Hardee
Senior Professor
Higher Education

THE INVOCATION

Ms. Rosalie Hill, President
Student Advisory Council
Department of Educational Leadership

Dear Lord and Master of all mankind:

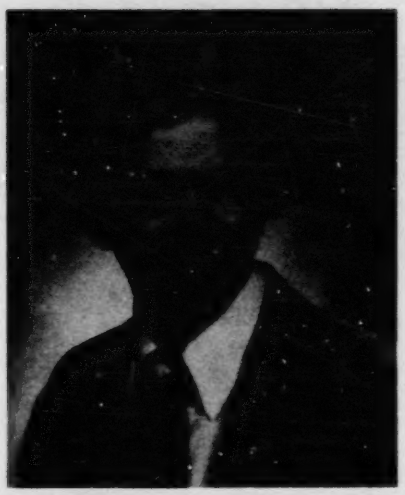
It is with humility I pray that you will behold those of us who are assembled here today. We are grateful for the common interests and concern for our fellow men and women with which we face tomorrow. We thank you for the health, the work, the food and all things that nourish our lives and brighten our paths.

We thank you for this day in a very special way for it commemorates 25 years of leadership that have been dedicated to improving intellectual skills and enriching the professional and personal lives of educators throughout the United States.

We thank you for the sincerity of the men and women who have planned and directed these experiences throughout the years. We pray that you will continue to bless those of us who as a result of these experiences now influence the growth and professional development of others. We ask that you will provide a special blessing on those of us who are yet working to meet the programmatic challenges that are before us. As we share with each other today our experiences, foresight, and insight about issues pertaining to the continued educational advancement of our nation, we ask that you will bless our efforts and let your spirit and countenance direct and guide our interactions.

And finally, dear Lord, when we have completed the agenda for today, and leave this gathering enroute to our homes, our loved ones, and our various positions in life, be our co-pilot and our co-drivers. And upon our safe arrival, we pray that each of us will continue to be mindful of the success of perseverance, the pleasure of working, the dignity of simplicity, the worth of character, the power of kindness, the influence of example, the obligation of duty, the virtue of patience, the discipline of knowledge, the most of all, the joy from your blessings.

Amen, Shalom, Amen



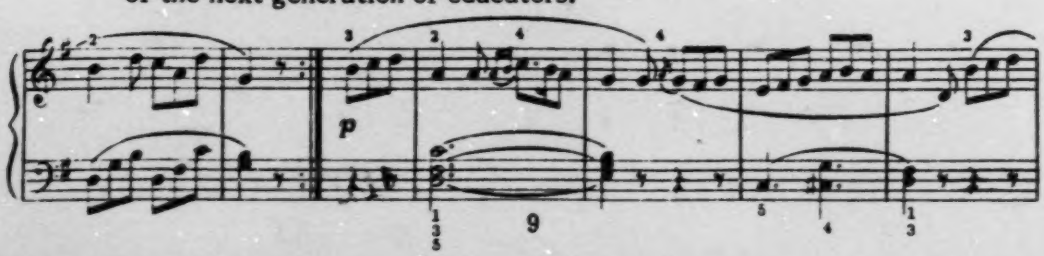
HIGHER EDUCATION: THE UNIVERSITY AND THE PROGRAM

The spirit of a 25-year academic adventuring within a new university is conveyed by Dr. Thomas L. Bowling. In the prosody of Masefield, he frames the message for the Anniversary occasion. Dr. Bowling is Associate Dean of Students, Frostburg State College, Maryland.

The university ---

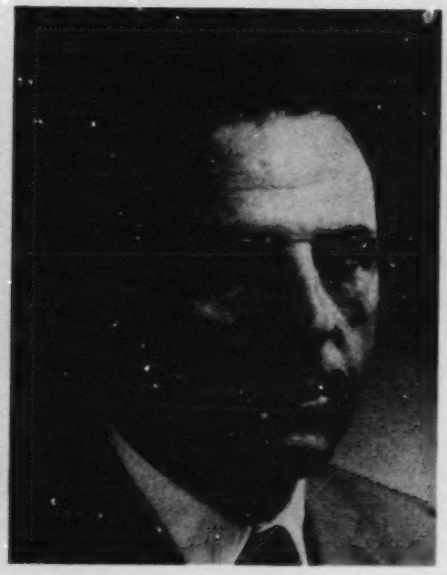
A place for defining and clarifying one's commitments.
A time to look at oneself and the world, and discover how best one can make a contribution to that world.
A place where an individual is encouraged to assume responsibility for one's own education.
A time for making with open eyes the decisions that give shape to one's life.

Florida State University's program in higher education ---

--formed by the vision and energy of its founders
--whose faculty have provided to students a skill-blending of challenge and support
--where students, and their learning, have remained the central focus.
--whose graduates today continue to be sustained by the vision of the program's founders, as they respond creatively to the unique needs of the institutions they now serve.
--where a sense of community has been fostered, a global community strengthened by a belief in the potential of the next generation of educators.

The Pioneer 3

Dr. W. Hugh Stickler, Chairman
Higher Education, 1958

Dr. Raymond Schultz, Professor
Higher Education, 1958



Dr. Melvene Draheim Hardee, Professor
Higher Education, 1958

HISTORY OF THE HIGHER EDUCATION PROGRAM

Dr. Maurice L. Litton, a graduate of the University of Texas, joined the faculty of the Department of Higher Education in 1961. In 1968, he became professor and Director of the Southeastern Junior College Leadership program. His retirement from the full-time faculty in 1982 permits his continued attention to student and faculty follow-up.

In the beginning was the word, and the word was Stickler's. And the word became a course, Higher Education in America, and it came and dwelt among us. The same was in the beginning and with it were all students made into scholars, and without it were no scholars made.

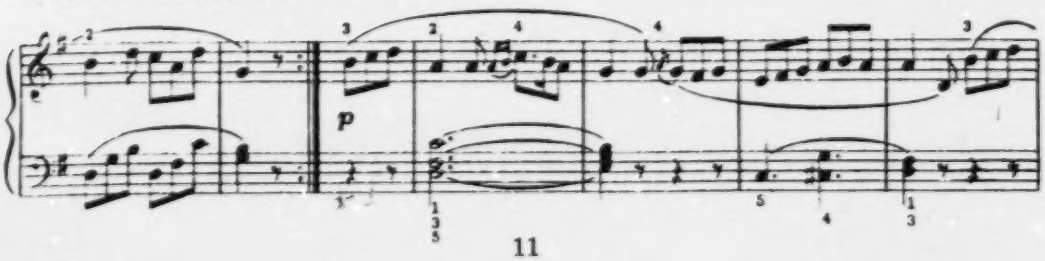
The word is eternal and unchanging and so the course is still with us--25 years later--with only a slight modification. It is now known as Higher Education in America: Basic Understandings.

But with the passage of time, and it has gone quickly, other things have changed. We have had three names:

Department of Higher Education (DHE)
Design and Management of Postsecondary Education (DAMPSE), and
Educational Leadership (DEL)

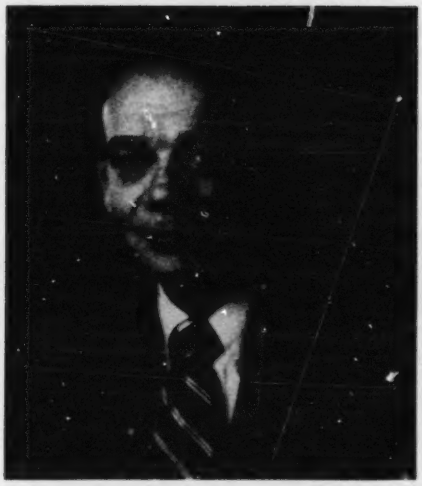
Our courses have enjoyed several prefixes----

ENCU	(Education, College and University)
HIE	(Higher Education)
EMB	(unknown to me)
EDH	(Education, History)
EDA	(Education, Administration)
EGC	(Education, Guidance and Counseling)

At least two curriculum thrusts have come and gone. In the early years there was a concentration in Teacher Education; in the early 1970's there was a program in Institutional Research.

From the catalogs, I can identify 36 persons associated with the program in an instructional capacity. The average tenure has been six years, with a range of one to twenty-five. Eleven of the people stayed with the program for ten or more years; eight of them are still around. Four faculty members are deceased.

There have been just over four hundred doctoral graduates, about one hundred and fifty master's level graduates, and approximately fifty specialists.

We think it is a good record for twenty-five years. You, this audience, know that our greatest satisfaction comes from hearing about the good work you and other graduates are doing. Keep it up and keep in touch with us.

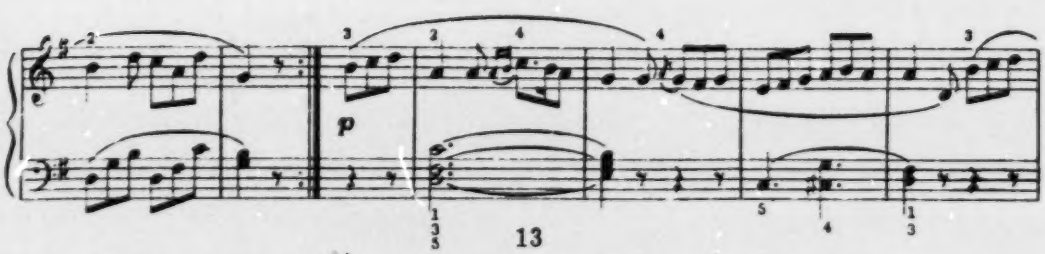


THE COMPREHENSIVE STATE UNIVERSITY

Setting the tone and the pace for the Colloquium--and representing the large, multi-purpose public institution--is Dr. John L. Blackburn, Vice-President for Educational Development, University of Alabama. Currently, Dr. Blackburn is administering a Capital Campaign Fund Drive to raise $38.5 million for his institution. He presents a 14-point "predictions portfolio" for the consideration of his audience.

1. Public comprehensive research universities will become more diverse. No single institution or group of institutions will have the resources to do everything. Each institution will specialize in a number of program areas which are dissimilar to the other institutions in a given geographic area or state; within these broad specialties, however, constant and often dynamic changes will occur in response to the demands of the institution's constituencies and markets.

2. Degrees within and among these public universities will have different values. Degrees granted within a single institution will carry varying weight values. An undergraduate degree value will relate to "in what area" and "at what level" of expertise.

3. Public and private comprehensive universities will become more and more alike. Public institutions will turn to major fund raising as a primary source of support in the same way that private institutions do at present. Competition between the major public and private institutions for federal and corporate grants for research and joint undertakings will be keen. Tuition will increase in public institutions at a dramatic rate and the differences between public and private tuition will be slight. Private institutions will receive more public funds for efforts which enhance national, state and local goals and objectives.

4. Graduate education will grow, while undergraduate enrollment will decline at the major research universities. Concurrent with the decline in undergraduate enrollment, we will see higher entrance and retention standards at these institutions. With the emphasis upon research and technical knowledge and expertise, we can surely predict that larger numbers of graduate and post-doctorate students will be required.

5. Major public comprehensive universities will not only provide research and knowledge, but will also train highly skilled work forces for business, industry, government and the professions.

   In 1983, the University of Alabama agreed to an experimental program in which it would send students and faculty of the College of Engineering and the College of Commerce and Business Administration to find ways to streamline operations, cut costs and make the Rochester Products carburetor plant more competitive. The General Motors Corporation said the small factory was no longer profitable. The proposed savings involved a variety of innovations, ranging from a plan to cut energy costs by recycling ground water through the factory's cooling system, to a new electronic surveillance system to reduce security costs. A graduate engineering student is working with plant employees on building and designing an automated packaging system. When the agreement among General Motors, the United Automobile Workers, and the University of Alabama was announced, it was heralded as "an applied research facility" and an experimental model for the "factory of the future." The University pledged to pay $500,000 a year for access to the plant. (The New York Times, September 26, 1983)

6. Colleges of Education at major comprehensive universities will, in addition to training teachers for kindergarten, elementary and secondary schools, train teachers for on-site programs in industry, business and government with the support of labor unions.

7. Major comprehensive universities in less-densely populated areas will benefit by the migration of corporations and young affluent people from suburbs to rural areas, much as their parents moved from the city to suburbia. People seeking the "ruburbia" environment will be attracted to areas which have a small town atmosphere but also cultural, technical, and educational opportunities which are essential to their lifestyles and corporate objectives.

8. Universities will move from a pyramid type of decision-making structure to a community of interest type structure. University communities will appear more as a mosaic of minor communities, and administrators will interact more with faculty leadership through shared community interests than through the rigid structures in existence today. For example, researchers from various disciplines share a community of interest greater than the disciplinary interest within a department. Disciplinary departments will continue but their power and authority in governance will erode.

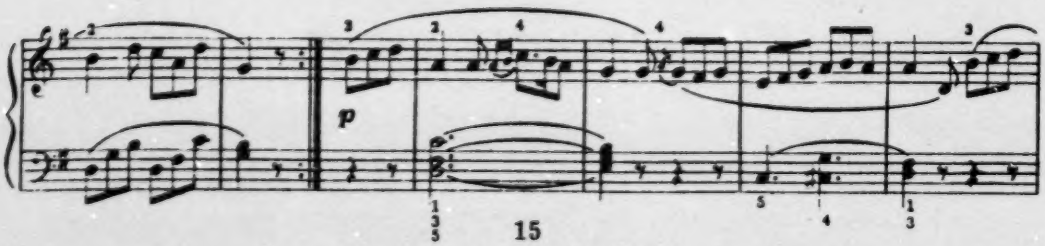
9. In the next twenty-five years, some universities will create a school of Mores Development. In the recent past, our society has tried to use laws to reflect what is right and what is wrong, but we have seen that something is not necessarily right because it is legal, nor is it necessarily wrong because it is illegal. It is increasingly imperative, therefore, to make some separation of law and mores. This area of academic research will develop a body of knowledge on how mores are developed in a community to reinforce certain values held in high esteem by society.

10. Value education will return to higher education. Society will not continually support institutions that appear to respond in an amoral fashion to things that run counter to society's basic beliefs and concerns.

11. Higher education will have an acute need for well-trained staff and administrators in the areas of graduate and undergraduate recruiters, fund raisers, alumni programs, and conference center administrators.

12. Institutions will seek outstanding faculty and staff trained at the post-doctorate level in administrative leadership. Departments of Higher Education will need the flexibility to accommodate this perceived need. Such programs will not necessarily fit the traditional academic calendar and in many cases will call for interdisciplinary work with several of the schools and colleges within an institution or among several institutions.

13. By the year 2008, computer skills will be commonplace among entering freshmen. Basic computer usage skills will no longer be offered at the college level. The development of these skills will have begun at the elementary level with more advanced skill training offered at the intermediate and high school levels. Such skills will be required as a precondition for graduation from high school because they will be required for admission to higher education. Computer application, mathematical analysis, and advanced computer programming will be part of the college curriculum, but teaching basic computer courses will, in 25 years, appear as ridiculous as offering automobile driver education at college level today.

14. Within the next 25 years some universities will truly internationalize the curriculum and will become "multinational" universities. Colleges of Business will be the advocates for foreign languages and foreign cultural studies.

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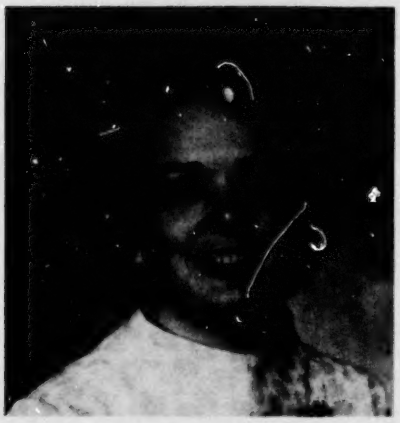
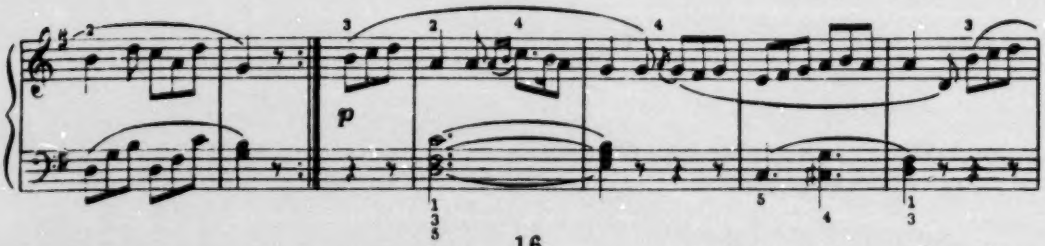
THE PROFESSORIATE



Following closely the predictions of Vice President John Blackburn is the exchange in dialogue of two who have "professed" in institutions different both in mission and location. Their perceptions in-duo follow. Dr. Annette Gibbs is Professor of Higher Education and Associate Dean of Students, University of Virginia, Charlottesville. Dr. Terry E. Williams is Assistant Professor and Director, Program of Higher Education, Loyola University of Chicago.

GIBBS: It is a psychological phenomenon as well as an economic fact that the next twenty-five years for higher education will be characterized by a buyer's market. The buyer will be viewed as "a consumer" rather than "a student" as we educators have traditionally understood. The consumer will go where he or she chooses in order to obtain choices in the knowledge, information, and skills marketplace. There are forty-six million persons studying in other than the traditional campus setting, and this trend is increasing. Sixty percent of these consumers will be minorities (black and hispanic) together with other blue collar workers. The "birth echo" of 18 year-olds will not occur until 1998. Until then, higher education will be literally at the mercy of the consumer.

WILLIAMS: This consumerism means that the professoriate will continue to be at the center of a societal "Crisis of Confidence" in higher education's ability to address meaningfully society's needs.

Faculty will be forced to respond to public apathy and disillusionment concerning higher education's role in the community and the society-at-large. Faculty must define clearly the specific educational and personal development outcomes the student may rightfully expect by attending College X for four years or more. Faculty and institutions not able to articulate clearly the role and mission will receive increasingly less support from the public.

GIBBS: And for the faculty, the problems do not end here. Faculty promotions and salary enhancements will be based on professional contributions to the employing institution. This means that while faculty allegiance to the discipline or profession will not be negated, management will require that such allegiance be shared directly with the institution which pays the faculty member's salary. Institutional priorities and management personnel, not faculty peers, will serve as primary determinants of salary increases, "perks" and promotions.

WILLIAMS: In addition, both public and institutional support will be tied to the faculty's willingness to change and/or adopt new teaching strategies. The faculty "hold" on the campus-based classroom setting, which has been the traditional power base, will give way to greater decentralization. In Chicago, major corporations like IBM, AT&T, First National Bank and other corporate groups will be quality competitors with colleges and universities. Faculty will teach in extension centers miles away from the main campus. They will display a teaching style, with adaptation of curriculum and materials, to learners in Chicago's ethnic neighborhoods, in housing projects, in the halls of city government, and even in police precincts. Students will demand that faculty utilize effectively the high technology that is now an integral part of our society.

GIBBS: And the continuing misfortune is that younger faculty, both men and women, but particularly women and other minorities, will have extreme difficulty in gaining academic employment in spite of equal opportunity, affirmative action, and anti-discrimination laws. With fewer positions available and tighter budgets curtailing job mobility, faculty members will remain in their tenured or senior posts for longer periods of time. Since it is the young faculty together with relatively scarce numbers of women and minorities who compose the junior ranks of the typical institution, there will be little or no place for them to advance. Thus, equal opportunity and affirmative action mandates of recent years will become passe. It will become increasingly difficult to prove that anti-discrimination laws are violated in faculty hiring and promotion practices.

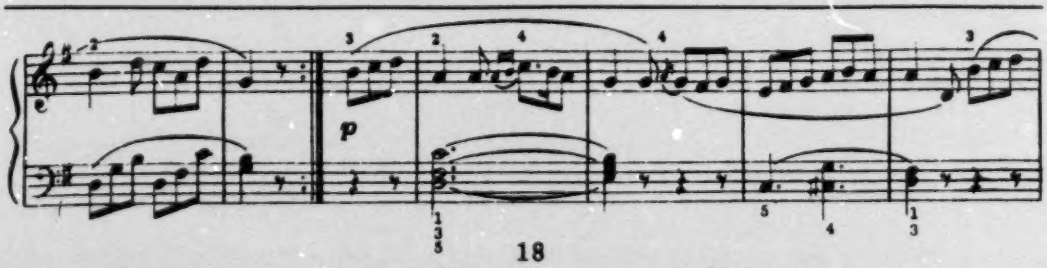
WILLIAMS: With a static faculty, unchallenged by any upsurge of new blood from within their ranks, the entrenched faculty must push forcefully for the re-evaluation of the institution's mission in addressing the diverse and deepening problems common to community, state, region, and nation. Loyola of Chicago is constantly examining its urban mission to improve city-wide the quality of life. The focus is upon poverty, hunger, crime, health care for poor and elderly, inadequate housing, and low quality education among inner city schools. The goal in the next 25 years is to open wide the opportunities for higher education whatever the form, corporate or campus, for the city's disadvantaged.

GIBBS: In the next quarter century, a major curricular theme will be world cultures rather than American culture. Faculty will swing with the pendulum once again, this time from professional-technical-vocational emphasis to the general and liberal studies. Graduate education in particular will become more general than specific but not at the expense of content. In the curriculum of higher education, increased emphasis will accrue in studies of management, policy analysis, and cost effectiveness. With the consumer more sophisticated and better prepared academically, there will be renewed acceptance of liberal education. This, combined with growing societal pressure, will dictate that faculty also address the student-consumer in terms of values, ethics, and moral development.

WILLIAMS: And on that theme, we may summarize. Two sets of values are at stake in an institution such as mine, and they include:

Quality teaching and research: (1) in which faculty view students as more than passive recipients of knowledge and, instead, involve them actively in the process of teaching and learning; (2) in which faculty assist students in the integration and application of the theory of their disciplines; and (3) in which faculty are committed to holistic education and to a process of lifelong learning.

Quality of life values: (1) in which faculty demonstrate and model for students--honesty, fairness, genuine caring and support, together with cooperation and respect; and (2) faculty transmit to students the values that reflect a genuine concern for the pressing needs of society--environmental safety, disarmament, civil rights, poverty and the many related issues.

Those institutions in which faculty demonstrate clear and consistent values will merit the respect and support of the community close-at-hand and of society-at-large.

PRIVATE HIGHER EDUCATION

Dr. James Olliver, Executive Assistant to the President of Pfeiffer College, Misenheimer, North Carolina, requested the pianist of the Colloquium to introduce his remarks with Chopin's "Fantasy Impromptu, C♯ Minor, Opus 66". He affirms the usefulness of the new technology when the composition is reproduced on ATARI-software advanced music system. As a liberal arts advocate, Dr. Olliver faces the challenge of high technology in the next quarter century.

Private Higher Education
- a rich and varied past
- a troubled present
- an uncertain future

Private higher education will face a landscape which is favorable to its continued service and will

- recognize and accept the Age of Information (computers, robotics)
- deal with human reactions to technological change (address the ethical)
- reconcile conflict trends such as decentralization with more local options and control and globalization with economic and political considerations
- educate students who will change careers four or five times
- respond to demographic shifts, both geographic and geriatric
- provide continuing education to meet changing needs (workplace and leisure)
- focus on the growing concern for excellence and quality in education
- affect and be effected by public policy considerations at local, state, and federal levels

Acknowledging the fact that private higher education is quite diverse, I intend to focus mainly on the role of the small liberal arts college of which there are some 600 with 2,500 or fewer students.

SS

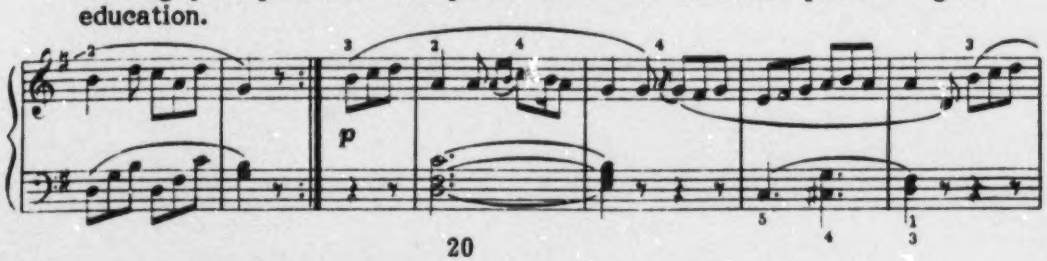
WILL THESE PRIVATE INSTITUTIONS HAVE A MEANINGFUL ROLE TO PLAY IN THE NEXT 25 YEARS? THE ANSWER IS A DEFINITIVE YES . . . IF . . .

- they serve primarily a local constituency
- they are responsive, offering what is needed
- they are flexible (in terms of time and place)
- they have a sense of mission (where they have come from and are going)
- they are staffed by people who care (environment permits it and the institutional goals promote it)
- they address the spiritual dimension (three-fourths are church related)
- they have a commitment to liberal learning
- they have devotion to quality (focus on teaching and educating the whole person).

AND WHAT OF THE FUTURE OF INDIVIDUAL PRIVATE COLLEGES? THE SUCCESSFUL ONES WILL . . . .

- recognize the critical nature of entrepreneurial leadership (capitalize on flexibility and responsiveness)
- refine mission and goals to meet emerging needs and utilize emerging technology
- forge successful partnerships with business and industry (engage in cooperative and middle management seminars)
- engage in continual administrative and academic review and evaluation (such as is true in the application of Title III at my own college)
- spend money to effect stronger development, i.e., in fund raising, in instructional programs, in careful and aggressive marketing, in strategic planning and in better management at all levels, including the management of decline.

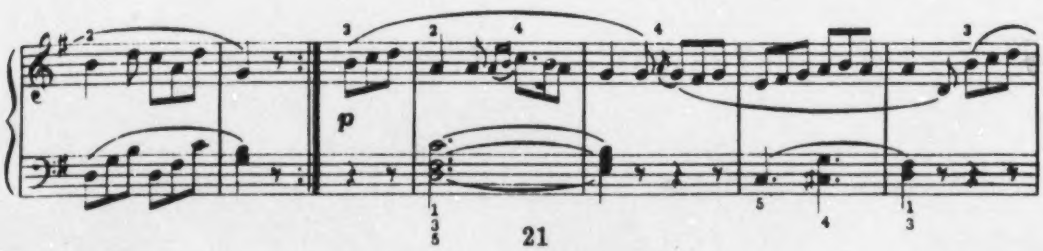
WILL ESTABLISHED PRIVATE COLLEGES DIE? YES, SOME WILL AND PROBABLY SHOULD--AS SHOULD SOME PUBLIC INSTITUTIONS. WHICH?

- those which do not serve a need or have not communicated that they do
- those which are beset with factors beyond their control, such as loss of state and federal support, exclusion from statewide planning, and shifting perceptions of the public about the value of private higher education.

IS THERE A FUTURE IN PRIVATE HIGHER EDUCATION? YES, IF . . . WE MAKE THE HARD CHOICES NECESSARY TO PRESERVE IT.

Let me draw an analogy. I was introduced by one of Chopin's stately, classical compositions. Hear it now on ATARI-software advanced music system:

"FANTASY IMPROMPTU, C♯ MINOR, OPUS 66"

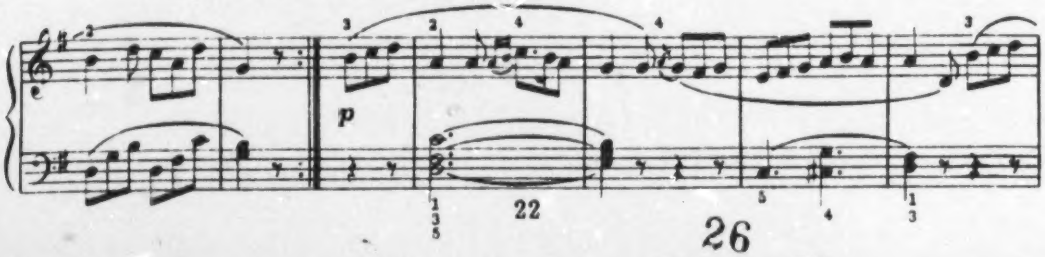
Just as I can use the new technology to play an enhanced version of the same piece, so can private colleges use the technologies to carry a message and perform a much-needed role in the next 25 years. The composition is the same, but the presentation, the form, and the medium is new.

Private colleges emphasize the TIMELINESS and the TIMELESSNESS of the liberal arts tradition with their focus on educating students as communicators, adaptors, and continuing learners.

THE TWO-YEAR COMMUNITY-JUNIOR COLLEGE

A former instructor and currently an administrator in the community-junior college sector, Dr. Ruth A. Douglas, Division Chairperson, Natural and Applied Sciences, Northern Virginia Community College, Manassas Campus, places emphasis upon five changes resulting from societal trends effecting the two-year college in the next twenty-five years.

Trends in community colleges will be influenced by society's trends. Megatrends forecasts a society in which the emphasis will be upon information, the focus upon the individual, with the power moving from the federal to state and local government. A Nation at Risk recommends various reforms for the American public education system which will reverse its deterioration and prepare students to cope with a highly complex society. Societal trends will effect great changes in community-junior colleges.

First, with respect to students there will be:

- A student body largely part-time, older, composed of increasing numbers of minorities and international students.
- A better prepared student body which will result in higher standards applied by faculty in evaluation of students.
- A continuing need for developmental programs in mathematics and English.
- An emphasis on individualized learning programs to permit students to tailor their learning to their specific needs. More short-term programs will be developed in areas of occupational-technical education.
- A resurgence of interest in general education and the development of basic skills which pertain.
- More instruction to take place in non-traditional, off-campus sites inclusive of home and work place.

- More counseling-advising of a self-help type to include packages of resources material, computer-related, to assist students in educational, career and personal choices.

- More group learning, with individuals forming their own study circles, self-help and personal growth systems.

Second, with respect to administrative and personnel management there will be:

- A decrease of management in the traditional hierarchical structure with more use of the quality circle concept.

- A continuing emphasis on affirmative action and equal opportunity employment for minorities with the probable shift of concern from blacks to hispanics, orientals, and other minority groups.

- A notable decline in collective bargaining in community colleges with the advent of on-line information systems. Faculty will no longer need to fear arbitrary and capricious decisions made by administrators, based upon data to which faculty have no access.

- An aging faculty many of whom will be at the traditional retirement age in 2008. Mandatory retirement will be outdated, with many faculty teaching well into the 70's. Sharing of full-time positions will be common. More opportunities for professional development will be sought and pursued. Merit pay and variable salaries will exist in particular areas of expertise.

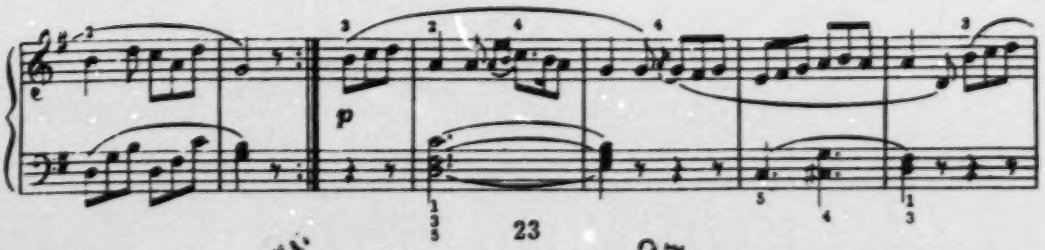
Third, with respect to business and industry there will be:

- More liaisons in the form of cooperative and internship programs with contracts to provide specialized employee training.

- More exchanges between business-industrial employees and college faculty.

Fourth, with respect to governmental influence there will be:

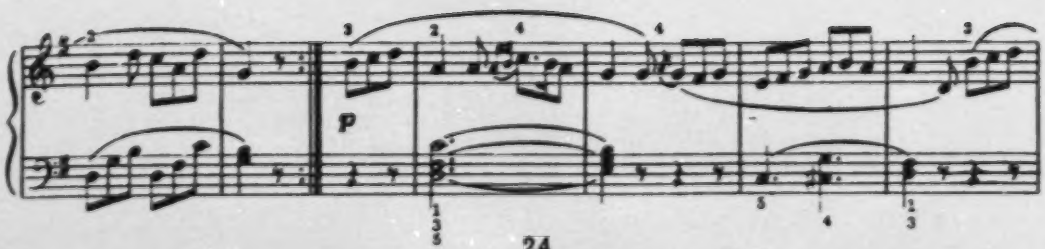
- More state regulation of community colleges and the curricula (as is evident already in states such a Virginia).

- , A greater difficulty, as a result, in maintaining the local orientation of any junior-community college.

Fifth, with respect to competition there will be:

- Many other institutions and individuals in the private sector ready, willing and able--in fact very aggressive--in their attempts to provide learning. Increased competition will occur with a test of the survival of the most fit.

In summary, in the next twenty-five years, great opportunities will exist for community-junior colleges:

- **to develop more individualized learning programs and multiple option activities for its diverse student body.**

- **to devise coping mechanism for dealing with matters of state control; to change management structures to permit more faculty participation; to provide professional development for an aging faculty; to compete with others capitalizing on the learning society; and withal, to remain flexible in order to continue serving constituencies in the best possible way.**

THE HISTORICALLY BLACK INSTITUTIONS

Mr. Richard Mashburn, Jr. is a Lieutenant Colonel, Retired, in the U.S. Army, currently enrolled in the program of Higher Education at the Florida State University. His dissertation deals with the future of the historically black institution. Formerly a Research Associate in the Office of Student Affairs, he now occupies an administrative position in the Office of Special Programs.

The prospects of historically black institutions in the year 2008 are viewed with guarded optimism.

Optimism because sizeable financial investment, public and private, has been made and continues to be made.

Guarded because President Reagan, speaking in reference to federal research grants and subsidies to black institutions, remarked that "self-sufficiency" is the goal but avoided comment about the $10 billion dollars designated for the 3,100 white institutions.

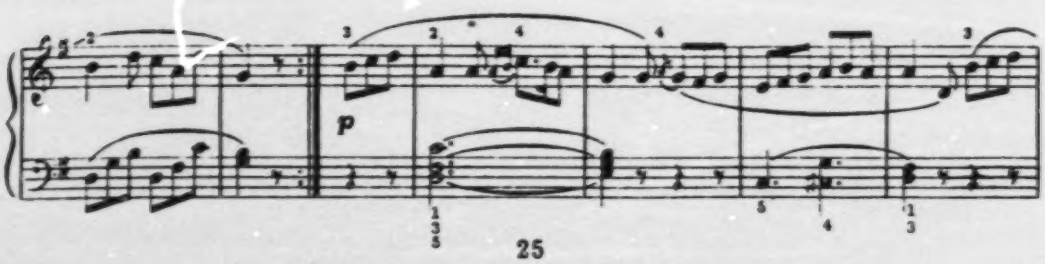
Optimism because historically black institutions provide an alternative in a pluralistic society.

Guarded because the specters of merger and close-down persist.

Optimism because of the Legal Defense Fund's continual review of states' plans to eliminate their dual education systems.

Guarded because of the states' ability to thwart enforcement of Title VI of the 1964 Civil Rights Act.

Optimism because President Reagan set aside a national day of recognition for Historically Black Institutions.

Guarded because the U.S. Department of Education failed to extend the life of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

Black institutions have begun to share the largess of foundational and governmental support on a more representative basis with white institutions, and in 25 years quality results will be discernible.

There has been, practically speaking, a weekly announcement of increased funding: $620 million or 6.3 percent of federal monies spent on the nation's 3,200 institutions of higher education will go to black institutions. Title III aid increased from $129.6 million to $134.4 million in FY 83-84. See also Energy Department grants, Kresge Foundation and McKnight Foundation grants.

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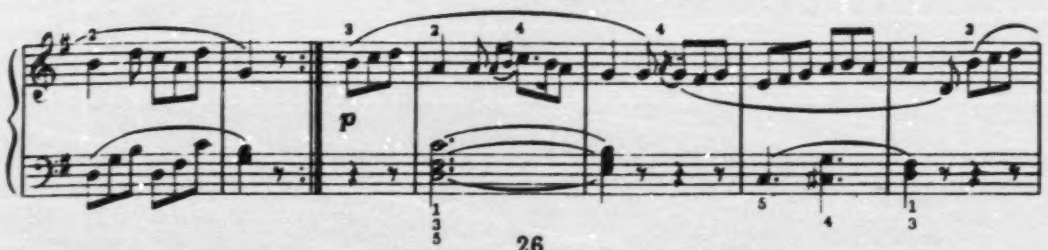
Now that improved financial support is a matter of record, white faculty and staff employment at black colleges has increased several fold. At the Florida Agricultural and Mechanical University, that employment has reached 40 percent. By the year 2008, white faculty and staff could constitute the majority in state-supported black institutions, a situation similar to that when white missionaries came South to teach blacks after manumission.

Generally speaking, public and private black colleges will survive and a few will even thrive by 2008.

At a time of declining student enrollment overall nationally, some black institutions are reporting increases:

- Black students, disillusioned by their experiences at white colleges, are returning to historically black institutions.
- Howard University reported a 25 percent increase in Fall 1983.
- St. Paul's College in Virginia reported a 14 percent increase.
- Morehouse College in Atlanta received 2,000 applications for its 500 seats.

At a time of retrenchment, black institutions have added programs:

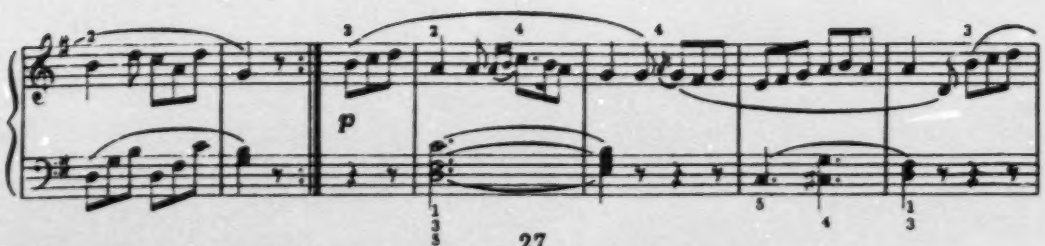
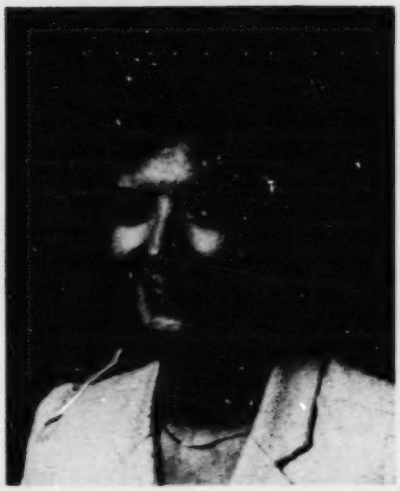
- Nursing
- Journalism
- Architecture
- Urban Studies
- Aerospace Engineering
- Government Employee Training and Education, and in Florida the first black privately-supported technical college opened in Miami.

The spiraling cost of education is driving some black students to black colleges, but many are returning because programs of excellence have been identified and have reached national prominence.

In the year 2008, the following centers of excellence at historically black institutions will compete for students without regard to race . . . will hold their own and continue to dominate where they enjoy high status:

- Tuskegee Institute's College of Veterinary Medicine currently enrolls 50 percent of all veterinary medical students in the U.S. In Aerospace Engineering, it ranks high.

- Florida A&M University's School of Pharmacy has graduated 65 percent of all black pharmacists in the U.S. and is currently developing a Ph.D. program in that discipline. Its School of Business and Industry enjoys national acclaim and all graduates gain employment.

- Ranking high in designated fields are: Howard University, medicine and law; Meharry Medical College, medicine and dentistry; Texas Southern University, law; Tennessee State A and I University, engineering; Hampton Institute, marine science; Lane College in Tennessee, computer science.

As a result of improved funding, strong academic programs, and the offering of programs attractive to whites, black colleges will continue their slow fade to white and in 25 years, the descriptor "predominantly black" may be obsolete.



THE TWO-YEAR TECHNICAL INSTITUTES

In her position as Assistant to the Vice Chancellor for Educational Affairs, Dallas County Community College District, Texas, Dr. Georgia L. Sims has surveillance over the technical institutes which attract increasing numbers of students in the Age of Information. She presents a two-part prediction for audience consideration.

For my working definition, I am defining a technical institute to be an institution that offers technical training programs that last one year to two years. They provide a great deal of hands-on experience but no courses in the humanities, the social sciences and the liberal arts. These institutes can be either private, such as DeVry Institute of Technology, currently owned by Bell & Howell, or public, such as the two-year technical colleges of North Carolina. Let me present two very different scenarios of the future:

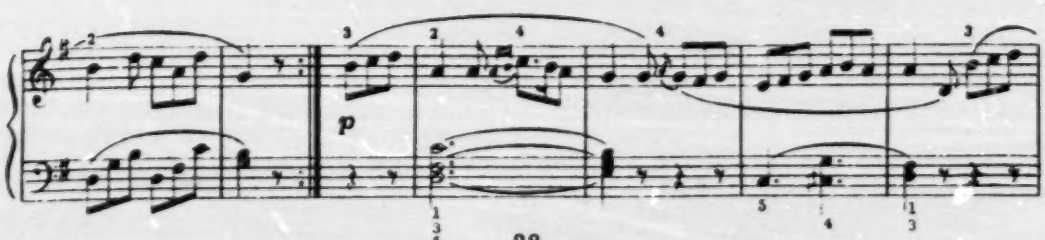
SCENARIO I

Manpower Needs for the Future are Primarily in Technical Training

1. There will be a displacement of 10 to 15 million manufacturing workers during the next 15 to 20 years as domestic jobs are lost to technological advancement. Retraining programs must now identify individuals working at dead-end jobs with a demonstrated aptitude for more technical work.

2. The Department of Labor's Bureau of Labor Statistics has identified 60 jobs described as the fastest growing occupations in America. Very few of them require four-year college degrees; most require certification in a technical or community college training program.

3. The high tech repair problems we already face, without automobiles and televisions, show a need for skilled technicians and repair personnel.

4. As Third World countries develop, they will be sending more students to the United States to gain technical expertise.

5. One "given" in the Job Training Partnership Act, for which many public technical colleges are providers of service, is that of providing training to the greatest numbers of people. The services offered must be only those absolutely essential to increasing competencies of future workers.

Technical institutes are in a good position to meet these demands IF they will:

- work closely with business and industry;
- work with small companies to offer evening or on-site courses to upgrade employees;
- provide a curriculum that develops problem-solvers and critical thinkers; and
- place emphasis on communication skills.

SCENARIO II

Most New Jobs Will Not Be in High Technology Areas Nor Will Applications of High Technology in Existing Jobs Require a Total Upgrading of Skill Levels in the Work Force

1. The United States and other world economies are headed into a Great Stagnation; therefore, our problem is going to be with the level of demand for labor, not the composition of demand.

2. The expansion of lowest skilled jobs will easily outstrip growth of high tech jobs.

3. As high tech gets "higher," skill requirements will be reduced in many jobs. More of mathematics and computer science is not the answer.

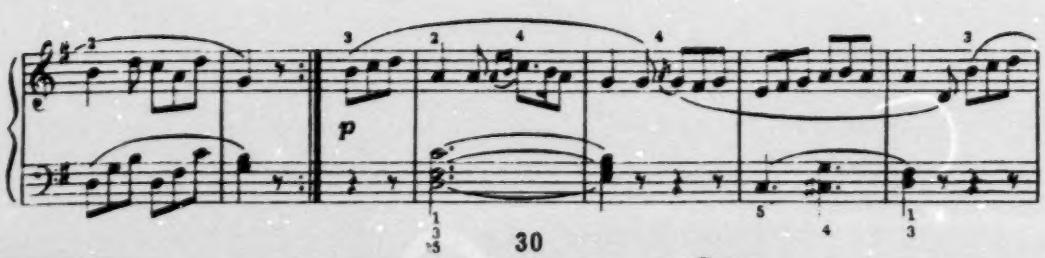
4. No single skill nor competency once acquired will guarantee employment. The most important skills will be in the areas of analytical thinking, written and oral communication, and computational skills.

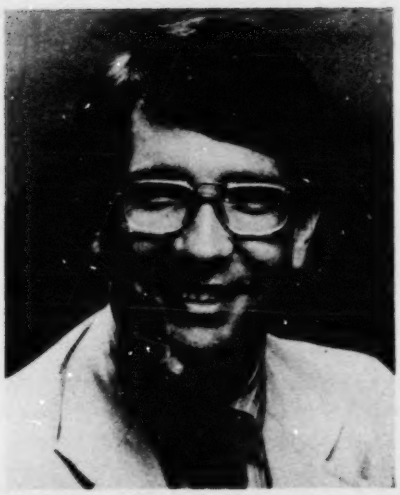
5. With an increasingly interdependent global economy, there will be a renaissance in cultural and linguistic assertiveness. There will be a desire for knowledge of political, economic, social and cultural institutions.

Technical institutes are not in such a favorable position if the foregoing scenario is an accurate description of future society. By their very definition, if courses in the humanities and social sciences are added, technical institutes will no longer be technical.

I predict that instead of these two scenarios, we will have a mutated system. Technical colleges will strike a balance between offering courses strictly training in type and those courses of extensive general education. They will accomplish this through an increased emphasis on analytical, communicational, and computational skills taught in technical courses.

QUESTION: **What kind of leaders will such institutions need?**

ANSWER: **Those who resemble the leaders of today but who have greater ability to deal with change and ambiguity; those who have skills for dealing with tight finances; and those with responsiveness to student needs as well as the needs of business and industry.**

NATIONAL AND REGIONAL ORGANIZATIONS
(The Stake of Government in Education)

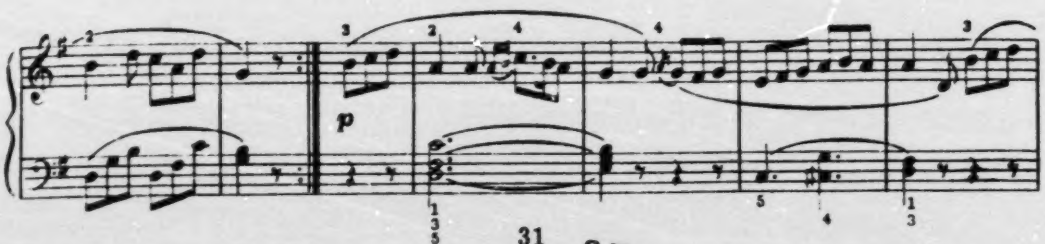


Dr. Perry Edward Anthony, formerly Director of the Office for Educational Assistance of the United States Catholic Conference, Washington, D.C., addresses himself to the role of government in higher education where much of the grant money is federal. He poses the question: How does the government maintain a "hands off" policy toward higher education while at the same time maintaining accountability for the millions of research dollars? This, he contends, is a more pressing question for a conservative administration than for a liberal one.

As appointee of the White House, Dr. Anthony is currently serving in the Office of Private Education, U.S. Department of Education. He predicts that the coming election will be crucial in trend-setting for government/higher education relationships in the next decade and beyond. He believes a continuation of conservative policies will etch more deeply these orientations in the fabric of American higher education.

And this is the Anthony statement:

A multitude of general laws strongly influence higher education today. They are significant in defining the relationship between government and the higher education community. Some examples are:

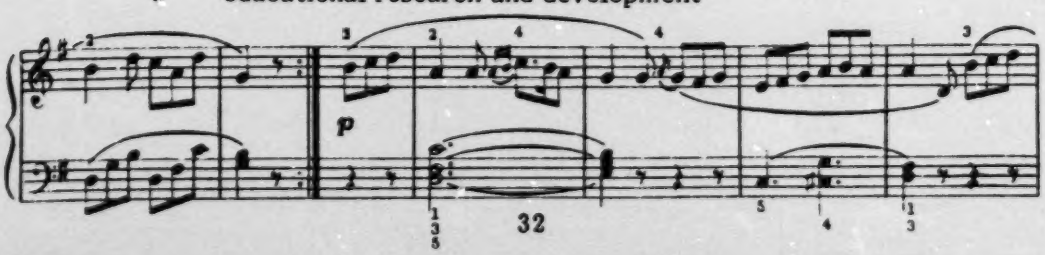
- Environmental Protection Laws;
- Occupational Safety and Health Act;
- Employment Security Act;
- Civil Rights Act of 1964; and
- Scheduled increases in the Social Security taxes.

Colleges and universities are highly labor intensive. They employ 1.5 million persons, many of whom must be highly trained and tend to be expensive. This makes federal income and retirement security programs extremely costly. On the other hand, colleges and universities have limited control over income. Only a part of income is derived from charge to customers. Private giving is uncertain. It is obvious that government controls many grants and funding programs.

On the point of control, as a major supplier of people for America's workforce, colleges and universities are particularly subject to federal control in the areas of science and research. The technological revolution, in which we are positioned, will insure continued and increased federal concern for accountability---and this in spite of concerted moves to decentralize education. Let me read a few quotes with which you may disagree, laugh at, or cry over.

> "New rules to implement laudable social goals are imposed on educational institutions in ever-increasing numbers, but nobody is watching to see how much pain the victim can stand. In the name of accountability, no part of college or university operations is free of federal scrutiny. Student admissions, faculty hiring, financial practices, student class hours, and even what faculty do with their free time--all are subject to federal examination and approval . . . The federal presence on college and university campuses threatens the nature of the institution itself. In order to comply with federal demands, universities have staffed large business offices, admission offices, planning offices, audit offices and the like. The president's role has been shifted from one of academic and administrative leadership to one of chief negotiator for and with bureaucracies." From Mandate for Leadership Policy Management in a Conservative Administration, edited by Charles Heatherly and published by the Heritage Foundation, Washington, D.C., 1981, pp. 172-174.

WHERE ARE WE GOING?

All of this raises the question of what should be the role of the federal government in higher education. Aligned with that is the query--what does all of this mean for those aspirants to college and university administrative positions? With time running fast in the hour-glass, we need to consider the following:

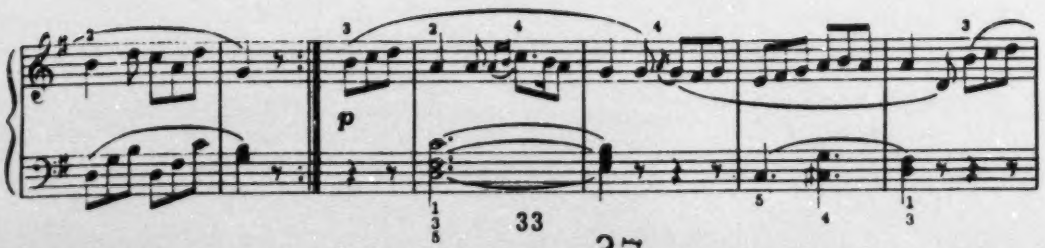
> Conservatives agree that the federal role in higher education should encourage involvement in three areas:
>
> - information gathering and dissemination
> - consultation and technical assistance
> - educational research and development

Wishful thinking? Well, perhaps. Too idealistic to credit the federal government performance in these three things with only minimal intrusion? Perhaps. But, what do these things, compounded of both reality and idealism, tell us about the kinds of administrators we need in the future in our institutions of higher learning?

First, they must be knowledgeable about government. There is a difference between a conference committee and a select committee. (A filibuster is not a new sandwich being sold at the student union).

Second, they must understand that the university is a business, not in a corporate sense necessarily, although that may be valuable.

Third, they must understand the federal bureaucracy and its component parts. (Do you know, for example, that a properly credentialed official from OSHA has the authority to enter, inspect, and close any facility you control without a search warrant? No police or law enforcement agency in America has that authority).

Fourth, they must understand grants--how to write them and how to implement them. In the "high tech/high touch" sense of Megatrends, the government will continue its role in science and research. Therefore, tomorrow's administrators must know the funding field and its benefits and perils.

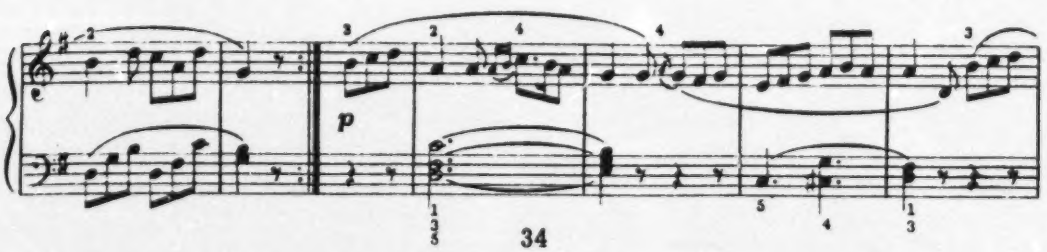
So it is, the curriculum and real life experiences, giving administrators of tomorrow these four fundamentals, will constitute the higher education program of the future. An interdisciplinary approach with core courses in government, business, and computer sciences will be mandated during the next twenty-five years!

ASSOCIATIONS AND AGENCIES--FEDERAL, REGIONAL AND STATE

Dr. Howard L. Simmons, Associate Director of the Middle States Association of Colleges and Schools, from his post in Philadelphia, surveys the Washington scene and the fifty states, and delivers a lampoon in a letter to his readers. The year 2008 finds Howard in orbit, and he speaks in his report to his constituency from the comparative security of a space shuttle.

My Dear Earthlings and Extra-terrestrial Orbiters:

It is the year 2008 and normally I would have retired five years ago, but the federal government about whom my predecessor, Ed Anthony, has been speaking has decided to extend the retirement age and to delay my social security benefits . . . again! So, I slave on. Today, however, I am traveling to my assignment on Planet Horizons, reporting in transit.

Did you know that the sorely-needed culling out of higher education learning centers has occurred, with the descriptor, higher education, taking on new currency and new meaning? The count is down, and there are fewer institutions today because of attrition and reorganization.

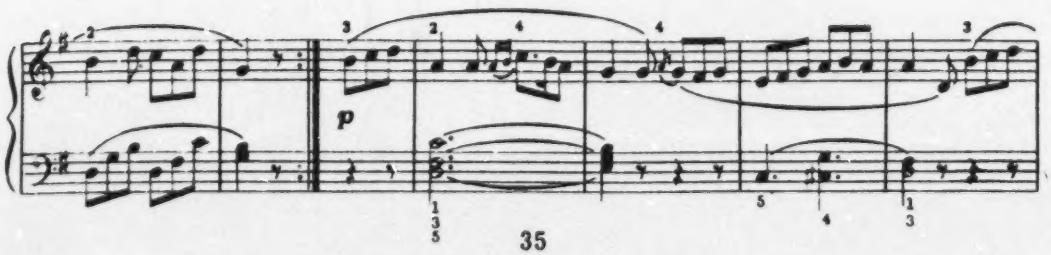
The word EXCELLENCE is still being bantered (No! battered) about in Washington as well as in the state capitals throughout the land. Excellence, like the word quality, will continue to have different meanings to different individuals depending upon their educational level and their place in society. In this instance, politicians and bureaucrats are equating excellence with quantitative measures of productivity only, whereas the academy is viewing the concept as the highest level of institutional effectiveness relating to specific student outcomes. These outcomes are now believed to be possible because of a greater infusion of liberal studies in all curricula as well as the move to apply more stringent standardized tests to assess levels of competence. As George D. Kuh stated, in his Indices of Quality in the Undergraduate Experience, "Excellence intimates an absolutely superior standard of attainment, standards that are not bound by time or context and are good in their own right . . . "

But what I am seeing in this sighting is not all good! As I have noted, enrollments on America's campuses are at low ebb except for the most selective and best endowed. It is whispered below, "Will it really pay to improve one's campus condition when none but the top 50 (something like Fortune's 500) will be excellent?"

Right now, I am training my sights on the agencies of the conglomerate states--all 50 of them lying exposed below me. Guess what? Agencies are still short of money! Their marks of poverty show starkly from here. There are indications of distended staffing. Short of funds, they are long on unionized staffs.

What else about the state agencies? They are change agencies. Admittedly short of change, they are frequently short-changed themselves. So, they have forged (now it is forgery they are up to!) a more cooperative relationship with the regional accreditors. There are more standards and regulations for the colleges and universities. These new prescriptive requirements extend even to curricular decisions usually reserved for faculty and administrators.

Furthermore, state agencies and accreditation groups have adopted policies relating to greater public disclosure, mandated outcomes assessment, and shorter intervals for licensure and accreditation review. Hot off the press and still warm to the touch--bulletins, newletters, budgets, policy drafts, etc.--are received by state agencies via word-of-the-minute telecommunications.

Ah, and now at this moment, I am looking down on One Dupont Circle. Well, it can be said that almost everyone looks down on it now. The cells in the big Circle have become so scattered in their efforts as to be fragments with little hope for unification. This noble Disney World of Dupont is a land of fantasy and no longer a power elite.

As for the organizations themselves, my spaceship computer shows that both the National Association of Independent Colleges and Universities and the Association of American Colleges report precipitate enrollment declines. The National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities have recognized the inevitability of large numbers of mergers among their constituents. Only the stalwart American Association of Community Junior Colleges is stronger than ever, offering three-year curricula in partial response to the increasing numbers of students needing developmental assistance. And, yes, many larger colleges and universities eschew all associations and, as a result, have established their own centers of influence on the Potomac!

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These groups mirror the times, dropping in and out frequently. Their ultimate survival is inextricably related to their ability to respond appropriately to clients and times. More to the point, 25 years from now the statement reported by the American Society of Association Executives in 1970 will hold true:

> Associations came into existence because of common problems, interest, and needs of members. Members are attracted initially and are willing to pay their dues and become heavily involved, so long as the problems are solved and needs are met . . . . Sometimes part of the membership splinters off and forms its own group because needs were not fully met in the old.

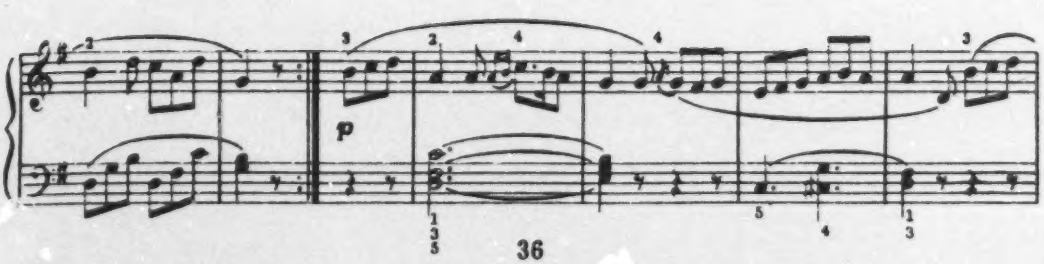
Does any sunshine show in the rift of clouds below? One bright spot perhaps. Although convention hotels call it their darkest hour, associations are not meeting anymore--none nationally, none regionally, none even stateside. High tech has caught up with higher education, and erstwhile convention attenders are sitting it out at home, in Miami, Atlanta, New York, San Francisco, San Diego, Duluth, and Tallahassee with faces turned to the computer terminals, interacting with such newly programmed topics as:

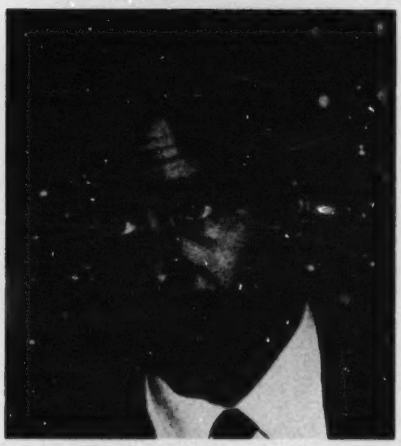
GENERAL EDUCATION: WHEN WILL IT RETURN?
PRIVATE COLLEGE? IS THERE LIFE THERE?
ZERO-BASED BUDGETING: WHO TRIED IT LAST?

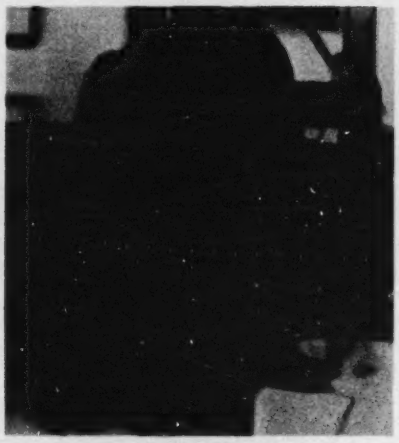
But the big news circling around me here is the buzz phrase marking the upcoming national elections of the year 2008:

EACH CANDIDATE FAVORS AN ENLARGED DEPARTMENT OF HIGHER EDUCATION ON THE POTOMAC TO COUNTER THE NATION'S SORRY STATE OF AFFAIRS.

Your reporter in perpetual motion,

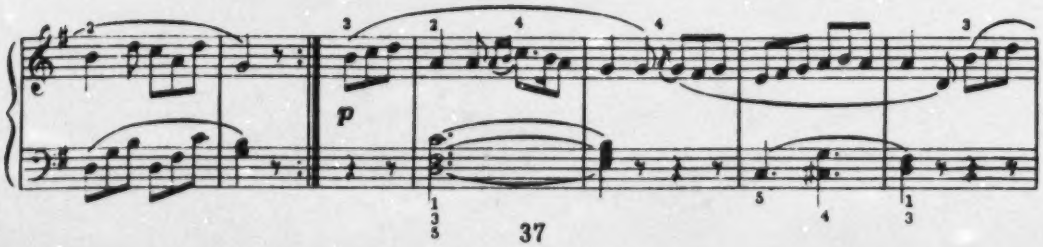
Howard

THE BUSINESS-CORPORATE SECTOR





From his varied experiences, Dr. John Phillip Halstead surveys education from both the government and corporate sectors. From 1976 to 1979, he was Director of Management and Policy Programs in the National Conference of State Legislatures. Thereafter, he was named Manager of Government Relations Programs for Nabisco Brands, Inc., New Jersey. Since 1982, Dr. Halstead has held the position of Manager of Government Affairs with the Clorox Company of Oakland, California.

Ms. Lynda Brinks, likewise, speaks from a California base, first as employment counselor in a personnel agency. Currently she is Vice President for Administration and Consultant in her own firm, Computer Business Applications, Inc., located in Los Angeles.

HALSTEAD: Let me begin by saying, the computer represents a major part of the future of management and teaching in education. Because it is the potential growth area, there is where the resources will be allocated in the future. Funds will go to the brightest and most foward-looking educators who have a plan for using the power of the computer to teach and manage.

BRINKS: Likewise, the "chip," in all of its various forms and applications, will be the cornerstone of business shifts and directions within the next 25 years. But we must be aware of the safeguards to curb unauthorized access to our information systems. Large-scale incidents of computer abuse among youngsters of school age have been reported. In addition, headlines focus on forms of "sell out" in our complex international relations.

HALSTEAD: Yes, this is one essential in strengthening our capacities nationwide to insure quality. The total comprehensive endeavor requires better instruction, better instructional materials, more work, harder work, more evaluation and better use of learning technology--again, the computer. This presents a tremendous opportunity for alert educational leadership and for institutions which are prepared to meet the needs. Those which cannot respond to the needs will ultimately wither away for lack of resources.

BRINKS: And it is resources generated by small businesses that I wish to address. Small businesses provide more than 50 percent of the net new jobs in our society. More than 50 percent of GNP is produced by them. More than 60 percent of the recent innovations are products of the small business environment. But small businesses work at a decided disadvantage under the current structure of tax, labor and corporate laws. Question: What are you doing to help us? In times of crisis, there is little interest on the part of government to insure our survival. Yet, without the fiscal productivity of small businesses, the funding for higher education would be drastically reduced.

HALSTEAD: Let me add, with reference to business in general--both small and large--there is a need for business to be used as a lever in the political process for instituting educational change--including better educational leadership and more funding for education. For example, California business supported Bill Honig, the new conservative school superintendent who defeated the liberal superintendent. California business was instrumental in getting Governor Deukmejian to agree on an $800 million school funding increase.

BRINKS: Phill's reference to educational change leads me to say that the current profile of jobs available in the market will be radically changed in the next 25 years. Even jobs which exist now will require skills and abilities which are not associated presently with those jobs. An example in the nuclear industry indicates that by 1991 there will be a shortage of qualified professionals numbering some 28,800.

HALSTEAD: To be sure, Lynda. It must be obvious that intense worldwide and political competition demands that education at all levels must contribute to national survival and superiority. Between now and the year 2008, U.S. national defense, U.S. business and worldwide economic competition will demand restructuring of education. If such is not done, the United States may rapidly decline to a second-rate world power with an equal reduction in the economic and social well-being of all Americans.

BRINKS: This sparks an inquiry concerning industries which have had their lives artificially extended by government subsidies as in the case of Chrysler. Under the bright light of accountability, what shows? To cite an example from the computer business--if the auto industry has made the progress that the computer business has made, you in the audience would be able to buy a Rolls Royce for $.35 and it would be constructed to travel 100,000 miles on a tank of gas. How does the rest of our society measure up in such a comparison?

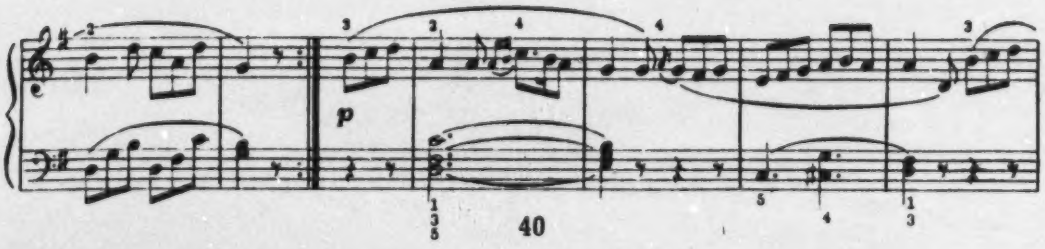
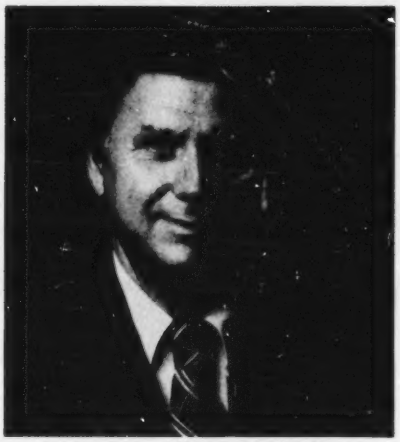
HALSTEAD: The obvious comparison for those in this assembly room would be--"How does education measure up?" To confront the massive improvements needed in education faced by every state in this nation, there must be high-level leadership. If such is lacking within the educational sector, then demands will be imposed from outside, from political and business sectors, as is apparent in the states of California, North Carolina and Tennessee.

BRINKS: The question comes to rest again on the product of higher education in this framework. Studies by consulting firms document the move of corporations to recruit liberal arts graduates instead of technical graduates for their management information services. The inventions of the future will tap the unique potentialities of human beings educated for designing, constructing, and operating electro-mechanical devices.

HALSTEAD: The aim of the two of us here is not to magnify what in American education has been obscure or seemingly counter-productive, nor to discount the positive. We speak from the point of view of big business and small business, believing that a major step in revitalizing U.S. education is one of formulating a strategic plan which states objectives, priorities, resources, time frames and methods for achieving objectives. Without such a plan to serve as road map, educational revitalization will not occur.

BRINKS: Revitalization starts where you are performing. Let me speak about the product of your efforts in administration, instruction, and advisement of students. More than half the job applicants whom I interview are still operating in a mode of comfort and conformity. They look and speak as if they had read the same books and taken the same courses--clones in gray business suits--both men and women.

Can we agree, Phill, that we need employees who are willing to risk today's rewards for the long-term goals--employees who are innovative and eager to try things in different ways? We need employee versatility and a level of integrity which are almost invisible today in job seekers? Do we dare expect persons with these qualities to emerge from your classrooms, laboratories, computer centers, internships?

EDITOR'S OBSERVATION: Both Dr. Halstead and Ms. Brinks appear to have reached agreement on this point. While their routes through the program of higher education (as well as their prior preparation as undergraduates) differed, their belief in the worth of realistic graduate-level internships, applied research, and continuing academic advisement in preparation for placement is reflected in their separate accomplishments.



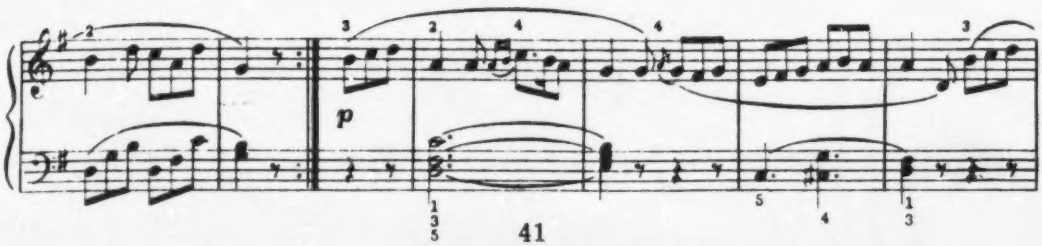
THE COLLOQUIUM IN SUMMARY

The marshalling of the multitude of ideas proposed in the rush toward the Year 2008 is the assignment given Dr. David G. Robinson, President, Edison Community College, Fort Myers, Florida. He looks both backward and forward, citing eight basic inquiries raised by speakers in the 25th Anniversary Colloquium.

We have talked about ourselves in these observations of our world. We have given some thoughts to the future. You of this audience have done, in essence, what the author of Megatrends did. You have heard what others are doing and on these bases predicted what will be.

> There is need today to do more than that. We must accept these trends, in whole or in part, and use them as spring-boards to what we can do and be in the next 25 years.

There are, of course, dangers in predicting what will happen. The Literary Digest suggested in 1889 that the horseless carriage would never come into such common use as the bicycle. Someone of this age has predicted that everyone will become a computer operator with the advent of computers. Yet, he reasoned, did every worker become an electrician when electricity was discovered? These comments speak to the limitations in the validity of predicting.

> Twenty-five years ago, we lacked certain words in our higher education vocabulary that are common in usage today--unions, endowments, strategic planning, word processing, behavioral objectives. In the next 25 years, there will be a vocabulary of the technologies, appearing to us now as foreign and unfamiliar. At this point, let us take a look at the areas that will generate new concepts, ideas in new configuration. Let us address these in the form of questions.

WHAT WILL BE THE QUALITY OF EDUCATION?

Where will the eternal quest for excellence take us? We hear the rhetoric of legislators and the public. Excellence is built into the fabric of legislation and into the vocabulary of every educator.

As a term, it will not fade nor go away. We are predicting that excellence will be demanded in everything we do. Yet, it will not mean a turning away from our effort to give access to all who can benefit from education.

We will demand excellence from teachers, plumbers, doctors and factory workers. With knowledge and information assimilated from other groups, both national and international, we shall make excellence more than a catch word for convention titles.

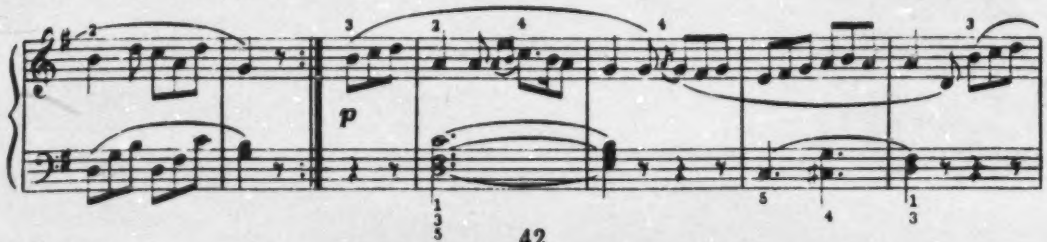
WHAT WILL WE LOOK LIKE?

As predicted, the difference between private and public colleges will fade. The private colleges will turn more and more to state legislatures for assistance, and the public colleges will turn more to private funding.

Slow progress will be made in black colleges. Identity will be retained for historical reasons. However, massive efforts in the next 25 years will slowly erase distinctions between traditional black and white institutions. Colleges will be described less as building structures and more as services. Administration will be lean (not to be confused with skinny or scrawny), but possessing great flexibility, cooperative strategies, and cross-trained with leadership teams which may include a computer as an equal partner.

WHAT OF THE CONTROL OF EDUCATION?

Matters of curriculum, standards, finances, goals and objectives are all to be more of the legislator's agenda than ever before, this taking a large part of decision making from the local administration and faculty.

One educator has stated that these changes consistently appear to undervalue and minimize our role in processes that traditionally have been our total responsibility. Strong demands will be made for consolidation and cooperation between institutions . . . between private and public, community college and university, and high schools and colleges.

Review boards, quality assurances, accountability reports will become part of the operations of all institutions for meeting state efforts to standardize education for the post-secondary learner.

HOW WILL WE FINANCE HIGHER EDUCATION?

The current state of financing will not change appreciably. The cost of private higher education in 2008 will be set at $200,000 and public higher education at $100,000. The misery will mount.

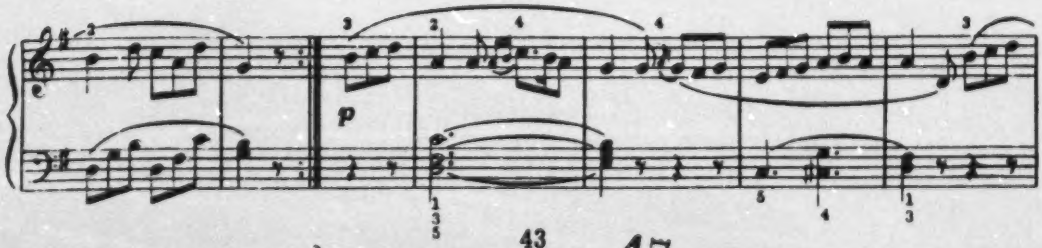
One idea proposed for lending funds for college-going would involve using the student social security card as a charge card. Funds would be repaid by withholding from paychecks when students are earning. What better collection agency than this?

Federal government and states will experience a new "spirituality" and will realize the best investment for this country lies in the education of its people, at all levels and all ages. Private sources will make pledges based on tax incentives and agreements effected between industry, the students, and the colleges and universities.

WHO WILL THE STUDENT BE?

She will be a consumer--and it will be a SHE. She will not be content with present student-type issues only. She will make the same demands on us in our business operation as she does on all other "businesses" she encounters.

The majority of the Baby Boomers will be spending a great deal of time reporting for retirement in the next 25 years. Since they will be the majority population, they will dominate the market, including education. Their interests must, of necessity, be our interests. Continuing education, leisure courses, and retirement-oriented classes will all dominate our curriculum.

The "new student" will be new no more! Our enterprise will be educational cafeterias with carry-out service. Those who cannot deliver that kind of service will be out of business.

WHO WILL TEACH?

Teachers will continue to be teachers, but something else will be added. Professionals in other areas of society, having a desire to teach and an ability to do so, will teach. Faculty of a given college will become "employees" with no tenure and dwindling union membership. Later retirements will force institutions to take a long look at institutional vitality. The question of how to involve younger members of the academic community in institutional life will be a primary one.

WHAT WILL BE TAUGHT?

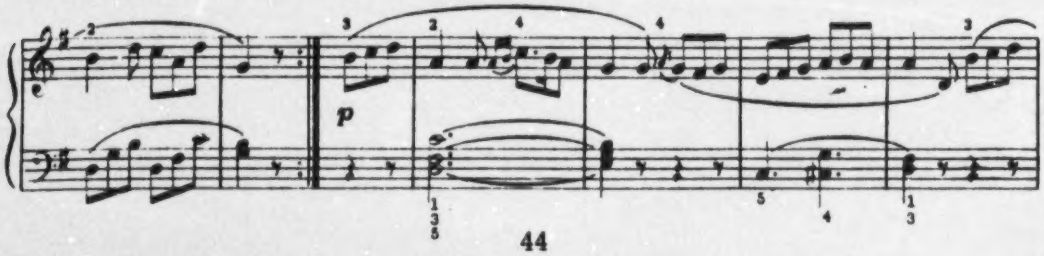
The answer is a thundering one. VALUES . . . VALUES . . . which in this colloquium today has been running through each presentation. A return to values education is the theme. The criticism that education has abrogated its responsibilities for educating students in ethics, mores, values, will make our colleges and universities more human--allowing us to live with ourselves and our constituents.

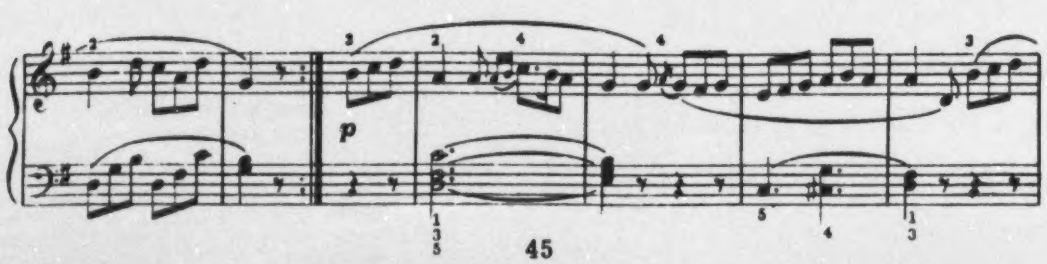
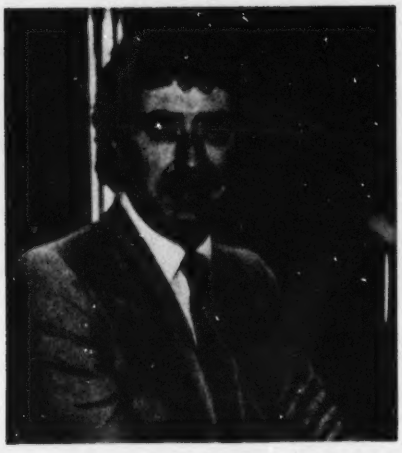
Colleges, in their stepped-up planning, will seek out new markets to serve, but will have stiff competition from military, business, and health agencies--all of which are doing and will continue to do their own educating. A renaissance will occur in general education and liberal arts, leaving the more technical of studies to other forms of education--separate from the traditional campus.

Higher education students will have more in common with hospital administrators, military officers, and business executives than they will with academic colleagues. All must run systems, which at this point, seem to be unmanageable, BUT MANAGERS THEY MUST BE!

WHAT IS THE CHALLENGE?

It is NOT to look back wistfully at what has been, but rather, to look at what is happening around us, and be the LEADER, not the led; to be the PROACTIVE, not the reactive; to be the DRIVING force, not the driven.

Education and schools of education are now under extreme bombardment. They are seen as suspect, contaminated, slightly illegitimate. We must, as educators, regroup and demand discipline and excellence of ourselves, which includes excellence in the art of teaching.

Most of us in this room have come from very special experiences at the Florida State University. We have been educated both in and out of the classroom by the finest that was available to us. If ever the term "value centered" meant anything, it meant something here. We were trained by giants--the Sticklers, the Schultzs, the Hardees. We received from them more than a technical education. We received a way of life for the professional.

So, we come full circle. The lives devoted to the undertaking of our education are restored in what we now do for those we have chosen to serve. Let us serve them well over the next 25 years so that in the year 2008 some people can gather in this same place and celebrate the 50th Anniversary of Higher Education.



THE COLLOQUIUM IN RETROSPECT: BEHIND THE SCENES

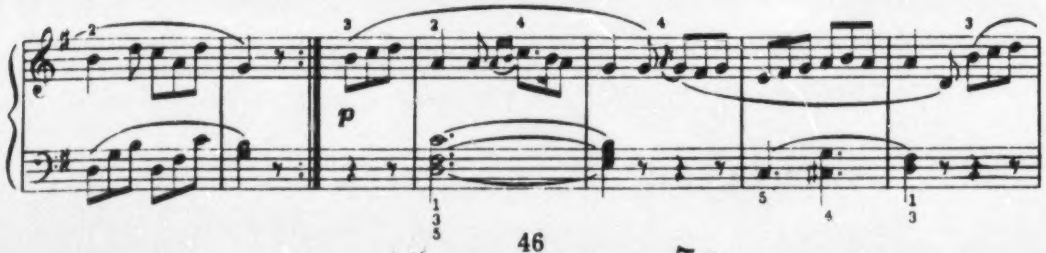
Dr. Carl Christian Andersen is President of the Dyersburg State Junior College (Tennessee) and who, as a member of the Committee to plan the 25th Anniversary of Higher Education, served as Master of Ceremonies of the Colloquium. In his Emcee view, looking backward, he uses Louis Carroll's prefatory line--"all in the golden afternoon," and Alice's metaphor--"for life to go on in the common way."

When some educators get together and pontificate about the future, there seems to be a stained glass tone to the voices of the speakers, and the assembly room is filled with rhetorical questions, all a-meandering.

To circumvent this, a plan for the Colloquium was confirmed in a thirteen member coast-to-coast conference call. The plan was for each speaker to give a ten-minute presentation in the form of volleys directed at the audience or, in the case of several presenters on the topic, with one aiming fire at the other.

Thus, from the central performing area, where the speakers would be stationed, there would be bursts of predictions. These would strike the minds of the audience with impact. Then, in the darkened ballroom, with an appropriate musical theme interspersed, there would be opportunity for the audience to contemplate the total of all the ricochets of a given volley before the next burst of prediction.

> But, what was the plan for on-site rehearsal for this solo, duo, and combined group action?

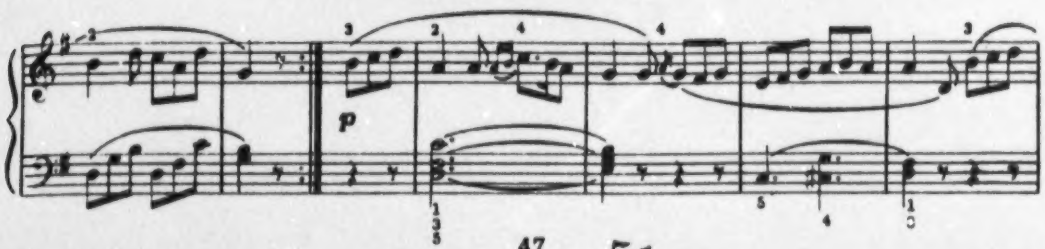
On the night before the performance, thirteen participants were summoned from their professional stations over the United States to try out the ideas. What transpired was a "cerebral rehearsal"--not a walk-through. In this, the performers showed an amazing self-regulatory capacity. Like the gunners in Tennyson's charge, they volleyed and thundered. For some, the perception of ten minutes was longer than for others. However, one was assured that whatever the seeming disarray, the night would heal all in the preparation for "the golden afternoon" of the morrow.

On that day, listening to the projections of the 25 years, and viewing the presentation as one of those who "grew the idea," I recognized that the total product was, as I had hoped, greater than the disparate parts. In the realization of its part-and-total effect. I questioned:

Was the Colloquium A DREAM?

Would the audience and the performers awaken to a reality where nothing was acted upon, where everything was as before?

. . . or . . .

Was each and every day in the educational arena--the classroom, the laboratory, the office--A DREAM, and the reality--the Colloquium--exposing the futuro toward which each one in the audience would walk in various stages of preparedness or unpreparedness?

For me, the Colloquium was a call for life to go on--not in the common way--but in the expectation of out-of-the-way happenings, in uncommon patterns. The confirmation of my belief rests with the inventiveness of each one of us--participants, audience, and readers of these Proceedings--in implementing dreams and confronting realities.

Emcee Anderson (left) and Dr. Orin Bert Powell, Jr. (Emeritus Professor, Winthrop College, Rock Hill, S.C.), and first graduate of the program of Higher Education, The Florida State University.

Howard Simmons delivering his lampoon letter to the audience of the Colloquium.

Phih Halstead (left) and Lynda Brinks (right) addressing each other in the near-finale of the Colloquium.

Emcee Anderson (left) and Joel Gold and Jon Charles Rogers, backstage before the Colloquium's start, October 14, 1983.

THE MUSICAL INTERLUDES . . . A COLLOQUIUM INNOVATION

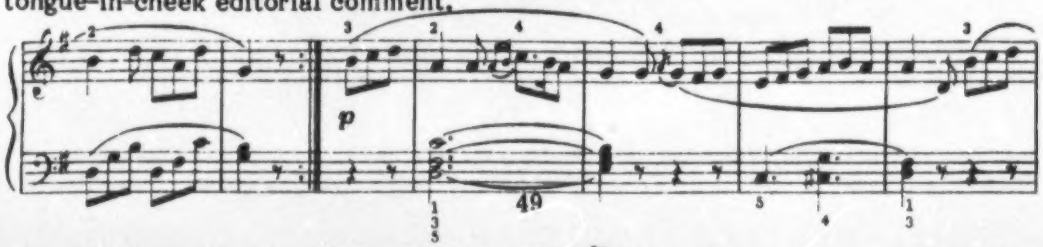
NOTE: As each speaker moved to the circle center, the pianist played appropriate music, the selection of which is described here by the "music maker" of the event:

Dr. Daniel E. Beeman, Vice President
Human Resources
Lewis Baking Company Headquarters
Evansville, Indiana

The English author and poet, Lawrence Durrell, wrote that "Music is only love looking for words." Beneath all the other reasons for the use of music as part of the form of presentation was the notion, surely felt by all the participants in the Colloquium, that we were involved in a labor of love . . . for the profession of higher education and for the people who have been our students, colleagues and mentors . . . and we chose to use both music and words for the expression of that love.

The stage was set for the "FSU Gold Rush" by a nugget from the Scott Joplin collection of ragtime. As the lights came up, the message-slingin' began. Beside those in the words, there were messages in the music.

The concluding event in the higher education process is "Commencement"--representing the end of one life phase and the beginning of another. The Professoriate is a key element in the process. We were reminded of them and their essential role by Elgar's ubiquitous "Pomp and Circumstance."

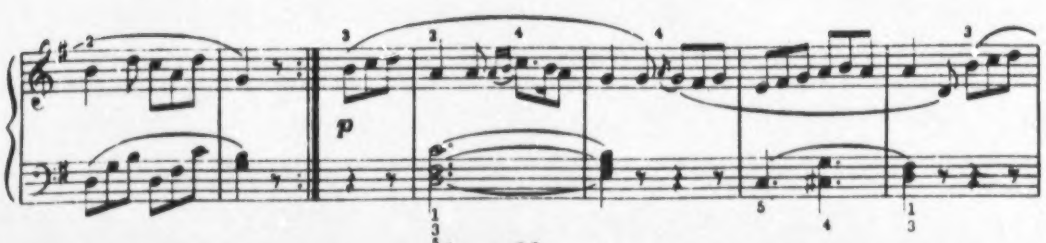
The music of Chopin (an excerpt from "Fantasie Impromptu in C# Minor, Opus 66) was thought to be a useful vehicle for illustrating change. As a prelude to the presenter, we heard it played via its more familiar medium--piano--and as a postlude, the same notes were heard having been computer-generated. The temptation to use as illustration the excerpt which has become commonly identified with the words, "I'm always chasing rainbows," rather than the "stormy section," was resisted with some difficulty. Clarity of example won out over tongue-in-cheek editorial comment.

"You've Got A Friend" was intended to capture the notion, often accredited to community/colleges, that an important mission of those institutions is to be close and responsive to the host community. Beyond recalling for the listeners the familiar theme words, the song is of more recent vintage than others used in the Colloquium--just as community colleges are rather more recent than most other forms of higher education.

With society's increasing attention to racial equality, brought about by federal legislation and general public support, it seemed appropriate that the presenter's message could best be amplified by "Ebony and Ivory" . . . which, as the lyrics say, go together in perfect harmony. Why can't we?

Not to suggest the gathering of such a strange assortment of characters as was found in the movie "Star Wars," but to direct our thinking to the vocational-technical arena, music from the Cantina scene in that movie was played. Futurism, with emphasis on technical competence, is founded principally in higher education.

To usher in the prospectives/perspectives of the spokespeople for state and national government, there were several choices of music. The very stirring arrangement of "America the Beautiful" which has been used by Monsanto at Disneyworld did seem to convey a warm, respectful, patriotic feeling . . . "From the Potomac, running wide, where the gold is for the pannin'."

And where is the emphasis most often on gold? Business and industry, of course. Thus, the choice of music . . . "The Theme from Goldfinger."

Finally, to focus our attention during this one Homecoming event, on our Alma Mater, to which we feel allegiance and in which we have felt love . . . "Garnet and Gold."

Some selected . . .

COMMENDATIONS FROM THE AUDIENCE

Administrators and Faculty of the Florida State University

Dr. Bob E. Leach, Vice President for Student Affairs

Let me add my rave review to the others that I am sure you are receiving. The Colloquium was an impressive production. You have again shown us the results of imagination, energy and knowledge. I found the messages of the speakers stimulating, the staging witty, and the company delightful. Thank you for inviting me.

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Dean Bruce W. Tuckman, College of Education

Bravo! Bravo! It was a real delight to attend your Colloquium. It was informational, inspirational, and fun. Thanks for inviting me. Every three hours I spend should be as rewarding.

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Dr. Mary L. Pankowski, Associate Vice President of Academic Affairs; Director, Center for Professional Development and Public Service

Bravo! Bravo! Bravo! What a treat it was for me to be in attendance at the Anniversary "love in." The love, joy and pride that everyone shared about his or her experiences at Florida State served and will continue to serve as an inspiration to all of us. With warm wishes of congratulations and great hopes, we can share the 30th reunion together.

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Ms. Sherrill W. Ragans, Associate Dean of Students, University Housing

Thanks for all the leadership, hard work, and inspiration for the 25th Anniversary Colloquium. It was great to be there and to be reminded in such an exemplary way that Florida State is an important part of the lives and experiences of many exemplary leaders in higher education. We have every right to be very proud.

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Dr. Herbert J. Reese, Professor, Educational Leadership

I appreciate being a part of the 25th Anniversary Colloquium. The program was excellent and reflected the outstanding quality of the department's graduates.

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Dr. Robert B. Kimmel, Associate Vice President for Students Affairs

As a graduate of the program, I was inspired. It was a great 25th anniversary observance.

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Dr. Joe H. Hiett, Associate Professor, Higher Education

It was important to be with our graduates and to hear of the positions they have held and the things they have done. It was good to be associated with them, to know what they are thinking in these times.

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Patron and Friend of Higher Education

Mrs. Margaret Stickler, donor of the W. Hugh Stickler Awards

The Colloquium was clever, attractive, and informative--"choreographed" as it was with music, effective lighting, and presentations by the higher education graduates . . . . My heart swelled with pride and joy in the company of so many who greeted me with loving and appreciative memories of Hugh, and as I heard the wise words of men and women in whom, as students, Hugh had so much faith.

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From Graduates of the Program of Higher Education

Dr. E. Timothy Lightfield, Associate Vice President of Educational Services, Florida Junior College at Jacksonville

The Colloquium provided an outstanding array of points of view regarding future directions of higher education. The format, arrangements, and presentation style were most conducive to the topic and to interaction on the issues. I am pleased to have been able to provide modest support, through my role as a host, to such a significant professional contribution.

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Dr. Alvin J. Marrow, Professor of Social Sciences, South Florida Junior College, Avon Park

I want to send my thanks to you for organizing and presenting the Higher Education Colloquium. The program was great, bringing back to me some fond memories.

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Dr. Evelyn Ploumis-Devick, Senior Legislative Analyst, Florida House of Representatives, Committee on Regulatory Reform, Tallahassee

The perspectives on the future of education coming from those who are involved in them in so many ways brought us right up front!

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Other unsolicited comments of graduates of the higher education program fell along these lines . . . .

"I thought the whole experience was very refreshing and was really impressed that so many alums came back. These people represent a resource for the Department and the College of Education. As an administrator, I know that some faculty and deans question alumni activity, but it should be recognized that all of us have a deep emotional commitment to the higher education program and the Florida State University. We want to be of any assistance we can to support the program and the college. We also recognize that faculty leadership is the key to the future. Let me know if I can help."

"The Colloquium idea was a wonderful one . . . . It seems to me that the College of Education has some marvelous marketing possibilities in its graduates and in events of this kind. It would seem that future experiences like this could be very valuable to the recruitment efforts of the department and include sponsoring colloquia in other places in the State of Florida."

HIGHER EDUCATION FACULTY -- 1983-84

Joseph C. Beckham, Associate Professor, Ph.D., University of Florida

Louis W. Bender, Professor, Ed.D., Lehigh University

Melvene Draheim Hardee, Professor, Ph.D., University of Chicago

Joe H. Hiett, Associate Professor, Ph.D., Florida State University

Richard E. Hulet, Professor and Program Coordinator, Ed.D., University of Illinois

Russell P. Kropp, Professor, Ed.D., University of Illinois

Maurice L. Litton, Professor, Ph.D., University of Texas

Marian I. Neil, Associate Professor, Ph.D., New York University

Robert L. Scott, Assistant Professor, Ph.D., Florida State University

Allan Tucker, Professor, Ph.D., University of Michigan

John S. Waggaman, Associate Professor, Ed.D., Indiana University

FSU
Gold Rush

Howdy, everybody! Circle 'round in your places. Here is the Master of Ceremonies, Dr. Carl Christian Andersen, President, Dyersburg State Junior College, Tennessee with . . .

WELCOME

Now he is about to recognize our most special guest folks:

Dr. Bruce W. Tuckman, Dean of the College of Education and right fresh to his new job.

Mrs. Margaret Stickler, Sponsor of the Dr. W. Hugh Stickler Research Awards.

Dr. Orrin Bert Powell, Professor-Emeritus, Winthrop College, Rock Hill, S.C. and the first doctoral graduate of the program of Higher Education at FSU.

Now for silence an' the bread-breakin'

Ms. Rosalie Hill, President, Student Advisory Council, Department of Educational Leadership and doctoral student, Higher Education.

Eat as much you can can hold. Circle back for more. The music and the speakin' will be startin' on time. This eatin'-meetin' runs on a fast track.

THE PROGRAM

Hear how the music an' the message-slingin' all go together. Here's M.C. Andersen again:

The Plan

Here's what we've been and hope to be--the language of our laureate:

Dr. Tom Bowling, Associate Dean of Students, Frostburg State College, Maryland.

An' here's our history in a capsule, 1958-1983, as told us by:

Dr. Maurice Litton, Professor, Higher Education, who joined the FSU Gold Rush in 1961.

An' now for the prospectors with pick and shovel, comin' off their trails from out the East, West an' down the middle of America . . . .

From our brothers-in-gold-seekin' at the University of Alabama, Tuscaloosa

- . . . Dr. John L. Blackburn, Vice President for Educational Development.

From the summit of academe where the professoriate shovels in "goodlie companye"

- . . . Dr. Annette Gibbs, Professor of Higher Education and Associate Dean of Students, University of Virginia, Charlottesville.
- . . . Dr. Terry E. Williams, Assistant Professor and Director, Program of Higher Education, Department of Psychology and Higher Education, Loyola University of Chicago.

From the cloistered diggins' of Mr. Chips in the quiet gold fields

- . . . .Dr. James Olliver, Executive Assistant to the President, Pfeiffer College, Misenheimer, North Carolina.

From the pushin'-an'-shovellin' of the multitudes in the junior-community colleges

- . . . Dr. Ruth A. Douglas, Division Chairperson, Natural and Applied Sciences, Manassas Campus, Northern Virginia Community College.

From the gold fields of the predominantly black institutions

- . . . Mr. Richard Mashburn, Jr., Research Associate, Office of Student Affairs, FSU.

From the sweat-strain-and-strike-it-rich of the vocational institutes

- . . . Dr. Georgia Sims, Assistant to the Vice Chancellor for Educational Affairs, Dallas County Community College District, Texas.

From the Potomac, running wide, where the gold is for the pannin'

- . . . Dr. Ed Anthony, Associate Director, National Catholic Conference, Washington, D.C.

- . . . Dr. Howard Simmons, Associate Director, Commission on Higher Education, Middle States Association, Philadelphia.

From the land of the shiftin' earth, where silicon is better 'n gold

- . . . Dr. Phill Halstead, Manager of Government Affairs, The Clorox Company, Oakland, California.

- . . . Ms. Lynda Brinks, Vice President-Administration, Computer Business Applications, Inc., Los Angeles.

From the diggins' of these dozens, the insightful Assayer weighs it all on the scales

- . . . Dr. David Robinson, President, Edison Community College, Ft. Myers, Florida.

Musical montage . . . Dr. Dan Beeman, Vice President, Human Resources, Lewis Baking Company, Evansville, Indiana.

At the keyboard . . . Mr. Michael Braz, doctoral candidate, FSU School of Music.

Media consultant . . . Mr. Vaughn Mancha, Assistant Professor, Educational Research Foundations, FSU

Colloquium Planning Committee:

Dr. Nancy Turner, General Chairperson, Homecoming, FSU, 1983
Dr. Melvene Hardee, Coordinator, Anniversary Colloquium,
Dr. Carl Andersen, President, Dyersburg State Junior College
Dr. Dan Beeman, Vice President, Human Resources, Lewis Baking Company
Dr. David Robinson, President, Edison Community College
Dr. Robert Dawson, Assistant to the President, Slippery Rock State University, PA
Ms. Nancy Wittenberg, Executive Staff Director, Florida Office of the Governor

Hospitality:

Dr. Tim Lightfield, Dr. Cynthia Greer, Dr. Richard Federinko, Dr. Ed Thorpe, Dr. Felice Dublon, Dr. Evelyn Ploumis-Devick, Ms. Meredith Smith, and Ms. Mary Alice Robinson